

DOCUMENT RESUME

ED 354 352

CE 063 069

AUTHOR Smith, Polly; King, Richard
TITLE Lesson Plans Used with Housekeeping Employees of the Sheraton Anchorage Hotel. Conversation and Reading Skills Correlated with Skill Books 1-3 of the "Laubach Way to English." Workplace Curriculum.
INSTITUTION Anchorage Literacy Project, AK. Workplace Literacy Project.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE [92]
NOTE 115p.; For other workplace curriculums of the Anchorage Workplace Literacy Program, see CE 063 070-072. Photographs will not reproduce well. The "Laubach Way to English" publications are available from New Readers Press, Box 131, Syracuse, NY 13210.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Literacy; Classroom Techniques; *Conversational Language Courses; English (Second Language); *Hospitality Occupations; *Hotels; *Housekeepers; *Job Skills; Lesson Plans; *Literacy Education; Maintenance; Second Language Instruction; Teaching Methods
IDENTIFIERS Alaska (Anchorage); Laubach Literacy Method; *Workplace Literacy

ABSTRACT

This packet contains four sets of lesson plans designed for the workplace curriculum for housekeeping employees at the Sheraton Anchorage Hotel (Anchorage, Alaska), as part of the Anchorage Workplace Literacy Program. The lesson plans, which are correlated with Laubach literacy method skills books levels 1-3, include conversation (dialogue, vocabulary, grammar, pronunciation, and free conversation) and reading skills, and writing skills and practice. The lessons focus on topics from the workplace. The fourth set is composed of a photo unit which focuses on work request forms, using pictures of common items found in a hotel and suggesting ways to request help for repairs to the various parts of the items.
(KC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED354352

**Lesson Plans Used with Housekeeping Employees
of the Sheraton Anchorage Hotel
Conversation and Reading Skills Correlated with
Skill Books 1-3 of "The Laubach Way to English**

Workplace Curriculum

Anchorage Workplace Literacy Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

BEST COPY AVAILABLE

CE 063069

Workplace Curriculum

LESSON PLANS
USED WITH
HOUSEKEEPING
EMPLOYEES

OF THE SHERATON ANCHORAGE HOTEL

Conversation and reading skills
correlated with Skill Book 1

of the

Laubach Way to English
by Jeanette D. Macer and Martha A. Lane

New Readers Press

Developed by Polly Smith and
Richard King

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508

BEST COPY AVAILABLE

Funding for the Anchorage Workplace
Literacy Project provided by a \$205,852
grant from the U.S. Department of
Education National Workplace Literacy
Program with matching local funds.

Level 1
Lesson 1

- 2:00 Free Conversation
- 2:05 TPR - 1
1. Play tape
 - a. teacher acts
 - b. everyone acts
 2. Individ. vol. acts
 - a. pairs act
 - b. pairs give directions
- 2:15 LWE - Lesson 1
1. Dialog
 2. Vocab
 3. Structure focus
 - "Where is Polly Smith?" "I'm ____", say
 - "You're ____."

2:50

Stand up
Sit down
Smile
Stand up and smile
Shake hands
Sit down
Relax
Breathe in deeply
Breathe out
Close your eyes
123...
Open your eyes

Lesson 2

- 2:00 TPR - play tape
1. Teacher demo
 2. All act
 3. Volunteers to use commands - others
 4. Novel commands?

2:10 **LWE - Name & Address**

1. Dialog - Unit C
 - a. paper w/names printed - written
 - b. practice writing name
2. Write name, address & telephone # on this paper for my use
3. Vocabulary
4. Structure focus - plurals
5. Pronunciation

Review from previous lesson

I'm - You're - pg 31

Pronunciation - vowel sounds pg 32

TPR

Relax - breathe in deeply - breathe out

Stand up

Walk around your chair

Sit down

Point to the ceiling

Point to the door

Touch the floor

Pick up your pencil

Show two pencils

Point to a book

Point to three books

Pick up a piece of paper

Point to the light - all the lights

Relax - close your eyes - count to 10

Lesson 3

2:00 TPR

3:00 LWE -

Dialog - your book - thank you

Vocab - occupations - sing

plural

man, woman, child - plural

Structure focus

plural subject pronouns

contraction

Pronunciation

3:40 Free Conversation
 Atlas - Middle East
 plane to Saudi
 Kuwait
 Iraq
 Israel
 Syria
 Jordan

TPR

Write your name on the paper
Draw a circle around your name
Draw a funny face on your paper
Write your name under it
Show your funny face to your neighbor
Laugh at your funny face
Push the table
Push the chair
Pull the chair back from the table
Pull the door open
Pull your arm
Smile
Relax - count to 20

Lesson 4

2:00 TPR

2:15 LWE, Unit D
 SF pg 46
 47
 Pronunciation - a/e, black/red cards
 Unit E dialog
 SF, ? with is
 affirmative/negative answers

2:50 Map - free conversation,
 country/flags/capitols

TPR

Write your signature on your paper
Draw a circle
Put two eyes in your circle
Draw a nose and mouth
Draw two ears on your face
Draw a hat on top of the head
Print your name under your face
Put your piece of paper behind you on the floor
Get your piece of paper and pass it to the end of the table

Lesson 5

Props: umbrella, keyboard, wrds to song

2:00 TPR

2:10 Unit F -

SF, pg 58

Pronunciation & writing numbers to 50

Review

Lesson 1 -

Dialog - use pencil, eraser, pen

Pair practice

2:50 Tune in to English song,
I'm Looking for a Raincoat

1. Review vocabulary, pg 48

2. Listen to song

3. Sing along - use words

TPR

Pick up your coat

Put on your coat

Zip it up, button the buttons, do the snaps

Walk outside, turn around

Come inside, close the door

Take off your coat

Draw a blouse

Draw a pair of socks

Draw an umbrella, it's raining on the umbrella

Lesson 6

Props: calendar, cups, dishes, fish

2:00 Song

1. Read words

2. Sing song

2:10 LWE -

Vocabulary - pg 64

Structure focus - pronouns/have/has

Dialog

Pronunciation

Reading - chart and story

2:55 Free conversation - what will you do this weekend?

Do you work?

Do you play?

Finished the 2nd paragraph of story

Lesson 7

- 2:00 TPR - pick up/in your hand/body parts
- 2:10 Review chart/-sound/words
read story
writing, pg 83
Lesson 2
dialog
vocab
structure focus
- 2:50 Picture-It,
habitual actions
1. Discuss what's happening in pictures on pg 2 & 3

TPR

Pick up a pencil
Hold it in your hand, put the pencil down
Put your hand on your head
Touch your finger to your eye
Touch both eyes
Put your hand on your leg
Put your hands on your legs
Touch your foot
Put your finger on your nose
Touch your mouth
Put your hand on your arm
Put your hands on the table

Lesson 8

Props: cup, dish, pan

- 2:00 TPR
- 2:10 LWE - pg 89 Lesson 2
possessives
Pronunciation
Oral Evaluation
Reading & Writing

Stand-Up

Walk around the tables - p
put your arms up
put your arms down
pat your head
kick your legs
touch your eyes, ears, nose, mouth
Put your pencil on your head
point to the teacher's pencil
Jump three times
Sit in your chair

Lesson 9

Props: koosh, copy of dictionary, page

2:00 TPR

3:00 LWE - Lesson 3 - review "Whose ____ is this?"
Body parts
dialog - substitute students country & city
vocab
SF
pronunciation

Reading & Writing
story words at, look

TPR

Throw koosh and say

This is _____'s koosh

Lesson 10

2:00 TPR w tent, animals, man, woman, child

2:10 Writing - Reading
1. Review story
2. Writing for Lesson 3

Lesson 4
Dialog -

Picture It - morning routine - describe
ask yes/no
single word response

TPR

Put up the tent

Put the woman in the tent
man
child
boy
snake?
animal

Take the " out of the tent

"What does the _____ say?"

Look, there's a _____ in the tent"

She is in the tent

He

They

Lesson 11

Props: containers (jar, can, box), tent, apple

Pick up the _____. Put down the _____.

2:00 TPR - Put the _____ in the _____. Take it out.
" " on "

2:10 Lesson 4
Dialog - question - generate to other containers
Vocabulary - gets for
gives to
Count - non/count

2:50 Free response -
What do you get for your family every morning?
evening?

Lesson 12

2:00 TPR - put in on, pick up, put down
get a _____, give to

2:10 LWE - Lesson 4
pg 110 - article a & an
SF - in/on
Pronunciation

Reading -
chart vowels
story
writing - DNF - check up

TPR - tape

Pick up your pencil
Put it on the table
Pick up your paper
Put it down
Put your pencil on your book
Put a piece of paper in your book
Put your pencil in your book

Live - _____, get a pencil for _____
 Give the pencil to _____
 _____, get a pen for _____
 _____, give the pen to _____
 _____, get a bean bag for _____
 _____, give the bean bag to _____
 _____, get a book for _____
 _____, give the book to _____

Lesson 13

Props: copy - pg 124-125, 126-127, dollar bill

2:00 TPR - money - Pick up the
 Make

2:10 LWE - Reading - Lesson 4
 Writing - initial sounds

2:30 Picture It - seq. 2 (pg 124 & 125), Seq. 3 (126 & 127)

Practice 130	tell me what's happening
Use I	Ask single answer?
Use he	

2:50 Wed. newspaper section - made graph of Safeway/Carrs sales
How much does cost?

TPR - Tape - Pick up the penny
nickel
dime
quarter
dollar

Live	Show me	-	.15	write on board
			.30	
			.06	
			.26	
			1.25	

Lesson 14

2:00 TPR - review vocabulary

2:10 LWE - Lesson 5

Vocabulary - pg 119

Structure focus - pg 120

Use male picture for obj. pronouns

SF - plural obj. pronouns

Store -

Sell for

book

eraser

pen

pencil

pan

- buy for

clock

cup

dish

apple

orange

- need props

banana

coffee

milk

eggs

zipper

box

bread

Pronunciation

TPR - (name) - pick up the apple, put it in the dish

() - put the pencil on the eraser

() - put the green apple and the eggs in the dish

() - put the milk in the cup

() - put the zipper in the box

() - put the pen on the book

() - put the cup on the dish

() - put the coffee and the cup in the box

() - put the pencil in the box

() - put the dish and the cup in the box

Lesson 15

Props: string, pronoun, Z

2:10 TPR

2:10 LWE - Lesson 5 review

Oral Eval. pg 125

Reading - story words get, sells, for him, they

Writing

2:50 Picture It - pg 126-127

Describe the situation

Single answer response

TPR - review - body parts

Put your hands up
Touch your head, shoulders, legs, arms
Put the string around your neck
Draw a face, draw a mouth, eyes, ears
Put hand on the head
Put your pencil down on the table

Lesson 16

Props: pictures of family

2:00 TPR

2:10 LWE - Lesson 6
 Dialog - to suit students
 Vocals - pg 130, 131
 SF - question do - make sit. real
 SF - question does
 SF - answers

Pronunciation - Z/S - use H.O.

Reading - close story from Lesson 5

TPR - pg 4-38 - Asher's

Lesson 17

Props: Copy pg 2 - dictionary, colored squares

2:00 TPR

2:10 Lesson 6 - review family relationships,
 ask "What do you have" & indicate picture

Give - to - pg 131
 ask Do/does questions, students ask
 Do you have
 Does _____ have

Reading chart & story
 Story words boy, says & you

Skills Practice - pg 139-140

Writing

TPR .

Write the #1 on the blue square
Write the #40 on the red square
Write the #7 on the yellow square
Write the #29 on the green square
Pick up the #7 and the #29
Put the number 29 under your chair
Pick up a book, put the #40 in the book and put the book on your head
Put the numbers in order from smallest to largest
Individual - Give _____ to _____

Lesson 18

2:00 Introduce family - talk about skiing, Pic. Dic. pg 95

2:10 LWE - Writing - pg 141 - Lesson 6

Lesson 7 -

Vocabulary

SF - be + ing

questions - use Illus.

SF - short answers for pronouns

Pronunciation /e/ & /i/

Reading

Lesson 19

2:00 Ads - chart words/sounds b, c, f, r

Find a word with the first letter _____

What sound does it make?

What is the word?

How do you use it? Use picture dictionary to explain vocab

2:15 Lesson 7

Pronunciation - pg 149

Chart & story

Skills practice - pg 152

Check up & lister & write

2:50 Inventory of Room - What's this?

What is it for?

How do you use it?

Finish Practice pg 153 j/ch etc.

Lesson 20

Props: animals, copies of boxed paper

2:00 TPR - animals

2:10 LWE - Lesson 8

Vocabulary, pg 156-157

SF - this & that

these & those

Negative statements - make dull meaningful by acting out

SF - use Illus. to demonstrate meaning of do-don't, does-doesn't

TPR

Pick up the dog

Put the dog next to the cat

Put the cat in the box

Put the bird on the box

Put the fish and the dog on the floor

Give the dog to _____

Give the fish and the bird to _____

Put the cat under the book and the dog in the box

Draw a picture of a cat in the left box at the top of the page

Draw a picture of a dog in the box at the bottom of the page

Draw a picture of the fish in the top right box

Draw a picture of a bird in the bottom right box of the page

Lesson 21

2:00 TPR

2:15 LWE - Lesson 8

Vocabulary

SF - this/that pg 158

these/those

negative statements - indicate opposite action

stand - I'm not sitting

sit " " "

open closing my book

close opening my book

open closing the door

closing opening the door

drink drinking coffee

SF negative with don't - pg 160

Pronunciation

Chart/story

TPR .

Stand up and raise your pencil over your head
Sit down and open your book
Walk around the room and kick your leg
Sit down and drink a cup of coffee
Close your book and put a pencil on your book
Point to the door and the fluorescent lights in the ceiling
Point to the map with an incandescent bulb
Show how long a fluorescent bulb is
Show the shape of an incandescent bulb

Lesson 22

2:00 Picture It - pg 14

2:20 Tune in to English - pg 1

Picture It

action verbs - present progressive
ask for description of action before introducing structure

Tune-In

Read the verse several times
Sing a line - repeat to learn

2:30 Oral Evaluation - pg 162

LWE Chart & story

story words

Oliver's, pup, runs, pets, pups

Lesson 23

Props: marker, paper plate, cut "hands", brads

2:00 Tune In - tape/sing "Hello"

2:10 Reading - Cloze story 8

Writing - 167

Skills Practice - pg 165

m/n

l/r

r/w

v/w

f/v

LWE - Lesson 9, pg 170

Make a clock, use paper plates and brads, each student
writing in clock with marker

Vocabulary - pg 170, 171

Dialog - pg 168

Lesson 24

2:00 Sing

2:10 Skills Practice, Lesson 8, LWE pg 165

LWE

Vocabulary, pg 170 - use ILLUS

Dialog - pg 169

Live

Vocabulary pg 171 in/on

Vocabulary at
Multiple slot drill

SF Where

Lesson 25

Props: map

2:00 Sing - It's nice to meet you, use tape

2:10 LWE -

Dialog - pg 168

Vocals pg 169

Review Vocab pg 170

Vocabulary - in/on - write own address on paper first

Multiple slot drill pg 172

SF - where

Pronunciation

New books - Conser. English came in

Review layout and material from Unit A to Lesson 4,
inc. vocab, review, SF

Lesson 26

Props: map

Do lesson as planned for 4-16

2:00 Use large map and small map
Drill reviewing names/nationalities - where? pg 172

Vocabulary - place expressions - pg 172

Use Illus. pg 35-36

Drill with Picture Dictionary pictures

Multiple slot drill pg 172

SF - Yes/No questions pg 173

Information questions where/when

Where is the ice machine?

pop machine?

When is check out?

the restaurant open/close

Transformation Drill pg 174

Pronunciation

Lesson 27

Props: phone books, pg 110 Emergency English

Life Skills - Using the telephone

Aims:

use a phone

look up a number

give name & address, brief message

Use page 110 - Em. Eng - alphabetical order

Write names of class in alph. order

Find chart of Emergency numbers

Dialog S - Hello, this is an emergency. There is a fire,
(accident, burglar)

O - What's your name and address

S - My name is _____

My address is _____

O - We'll be right there

Use area code map to find long distance numbers

Pair up - find a matching symbol to get a partner. Sit
next to each other

Practice Dialog - dictate name & phone number to partner
so they can write it down

Lesson 28

Nums - Locate telephone number in phone book, dictate name, address & phone # from others in understandable pronunciation

Review dialog from previous lesson

Pair up with those A students from last lesson with new student - use 1 book to locate phone number of paired

Practice dialog - dictate address & phone # to other member

LWE - yes/no questions, pg 173

Where is ice machine?
pop machine?
restaurant
cafe

When does the restaurant close/open
is check-out time?

Transformation drill, pg 174

Pronunciation

Lesson 29

Aims: Answer when/where questions

2:00 Oral Review - pg 175

Answer where/when questions
Chart & story, pg 176 - LWE
Skills practice - pg 177

Review emergency dialog - 911
fire, police, ambulance

When - When do you study English?
When do you drink coffee?
When do you go shopping?
When do you go to class?
When do you eat dinner?
have lunch?
does the restaurant open/close?

Where - Where is the pencil?
Where does your mother live?
is the restaurant?
bar?
is Miguel?
is the book?
do you live?
the telephone at home?

Lesson 30

2:00 LWE - reading story, step 6, pg 48 in SB

Skills Practice - pg 177-8 in TM
Writing in SB, pg 49-50

Review Where questions - use Em. Eng. pg 103
read and write answers to questions

Review why question - use Em. Eng. pg 104
read and write answers to questions

Lesson 31

Props: copy 140 - Keep Talking

2:00 Review When questions -
 use clock for time - individual
When do you get up?
 eat breakfast?
 go to work
 go home from work

When is Christmas?

When did you come to the United States?

Group by pairs to complete pg 104 in Em. Eng.
Discuss examples first on page

Group by picture cut/out from Keep Talking pg 140

LWE, Lesson 10

Dialog

Vocabulary - Picture Dictionary recreation words

SF - Indirect Obj. with to

Use Illus. book

Lesson 32

- 2:00 LWE - SF pg 181 - redo sentence for indirect object,
 use class names, write sentences
 on board
- SF - pg 183 - Info questions w/WHO, use Em. Eng. - HO
 Group and work on worksheet together
- SF, pg 182 - some/any
 SF, pg 185 - possessive pronouns

Lesson 33

- 2:00 SF, LWE, pg 183, what questions
 pg 184, what does ____ mean?
- Use Em. Eng. question WHAT page -
 group and answer together
- Transformation drill, pg 184, use class names
- Possessive Pronoun - pg 185 - use student to practice pronouns
- His watch is gold
 Her skirt is red
 She has her book
 You have your watch

What question review from cart supplies

Lesson 34

Props: copy PP, pg 20

Work Habits

- Aim - Identify the clothing and appliance appropriate for work
 read clothing words
 pg 185

LWE - SF - Information questions w/whose - responds using possessive pronouns - use class names

Use clothing cut-outs and TPR

Pick up the skirt. Put the sweater with the shirt on the table

Put the hat over the man's coat. Where are the shoes? Put them next to the clothes.

It's raining outside, put the umbrella with the man's coat and shoes

Time for work. Find his pants, shirt and tie.

Don't forget the wallet!

Use pg 20 to differentiate between appropriate modes of dress for work. i.e., What shirt would you wear to work?

What is not good about the other (choice?)

LWE - Pronunciation, pg 186

DNF

Review some/any, pg 182

use clothing, pg 20, for examples -

i.e. some wrinkles, doesn't have any wrinkles

Oral evaluation, pg 187, LWE

Lesson 35

Introduction, Review conversations with pairs

LWE - Lesson 10, Chart & Story

Mr, Miss, Ms & Mrs

Read entire story

Lesson 36

2:00 LWE, pg 188, Reading
read story

Skills Practice, pg 189-91

Writing, pg 191

Lesson 11, Dialog, pg 193

Vocab, pg 194-95

Inc. work

SF & Drill on pg 196

Lesson 37

Props: copy story/Cloze

LWE, Lesson 11

2:00 Vocabulary pg 197 place expressions in, at, on/place
use Anchorage
6015 Steadern Dr.
the United States
Palmer
400 North Bragaw
Alaska
East 20th
Bridle Lane
501 North Park

Vocab, pg 195 - now, SF pg 196
Transformation Drill pg 196

Vocab pg 198 in, at, on/time

Cloze reading of story in Lesson 10

Lesson 38

2:00 LWE, pg 196, SF - Simple Present & Present Progressive
LWE, pg 198, Illus. pg 48
199

Use green Conversation Book Pronunciation

DNF Chart and Story - pg 200 TM
Skills Practice - pg 202
204 - individual cards

Lesson 39

Prop: chart paper

2:00 LWE - skills practice, pg 202-204

Work up activity chart from work times - model

It's 10:30 - What are you doing?

11:30 Where are you working?

2:30 What are you _____?

etc Who is your supervisor?

DNF

Use individual students to elicit information for chart on specific person -

Questions from chart -

What does _____ do at _____?
Where is _____ at _____ o'clock?
What does _____ do in the _____?
Who works with _____?
When do you finish work?

Lesson 40

LWE

p. 205 Writing

Review questions with What

See attached page

Lesson 41

2:00 Brief questions about Tues. class.
What did you do?
What page did you do?

Activity from previous lesson. Use clock and write times to build activity chart. Write statements from students re: activity. Write questions on board when asking.

Write a short story about one student's activities during the day on chart paper.

Lesson 42

2:00 Skills Practice - pg 210 LWE
write sentence on board

Review sentence and question orally - use sentences from pg
196 - each student has a ? and . card, use activity chart to
build questions and sentences

Reading & writing eval. Lesson 12 pg 211

Miming Activity pg 116 in Keep Talking
Pictures of objects
Mine object (use, action, etc)
Students ask questions to elicit name of object
Miner can only shake head

Lesson 43

Roselynn sub

Begin reading In the Valley

Read 1st 2 stories
I'm Sorry I'm Late.....

Check-up pg 212

Lesson 44

2:00 LWE, Lesson 13

Writing, pg 74 in SB
Listen and Write - pg 75
Writing Lesson pg 76 & 77

Review Conversation Skills - pg 220
Use pictures to build questions and answers

Is it _____?	No, it isn't _____.
Do you _____?	No, I don't _____.
Do you have _____?	No, I don't _____.

Workplace Curriculum

LESSON PLANS USED WITH HOUSEKEEPING EMPLOYEES

OF THE SHERATON ANCHORAGE HOTEL

Conversation and reading skills
correlated with Skill Book 2

of the

Laubach Way to English
by Jeanette D. Macer and Martha A. Lane

New Readers Press

Developed by Polly Smith and
Richard King

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508

Funding for the Anchorage Workplace
Literacy Project provided by a \$205,852
grant from the U.S. Department of
Education National Workplace Literacy
Program with matching local funds.

Level 2
Lesson 1

- 3:00 Free conversation, refresh., write out name tags for self
- 3:05 TPR - Play Tape
1. Teacher Acts
2. Invites all to join
3. Invid vol to act
4. Invid vol to give directions
- 3:15 LWE - Lesson 1 - Bk 2

Dialog - pair to role play
Vocals & drills
Pronunciation, need red/black cards
- 3:50 Independent Speaking

Given item - take roles as shopkeeper (salesperson) and buyer,
in pairs, trade items & switch

Stand up
Pick up your coat
Put on your coat - put your arms through the sleeves
Button up your coat
Zip your coat
Do the snaps
Walk outside
Come back inside - oh - it's warm in here
Take off your coat
Unsnap, unbutton, unzip your coat
Take your arms out of your sleeves
Hang up your coat
Smile

Level 2
Lesson 2

- 3:00 TPR
1. Demonstrate
2. All act
3. Novel commands
- 3:10 LWE - Lesson 1
pg 29, to
pg 30, for
Who?
Pronunciation /e/ & /i/
black/red cards

Skills Practice

S & 'S

Demonstrate on flip chart w/girls

Students write own cards, s & 's & s'

ng/g

Writing - dictation with chart words and/or

Give, sell, speak, show, take from

Stand up

Give your pencil to your neighbor

Give your neighbor's pencil back

the book to me

Take the book from me

Take a pencil from your neighbor

Give your neighbor's pencil back to him or her

Pick up your pencil

Put your pencil on the floor

Pick up your pencil

Put your pencil on the table

Sit down

Relax, breathe deeply

Give the book to me
pencil to _____
paper to _____

Take the pencil from _____
book from _____

Pick up your book
paper
pencil
foot

Level 2

Lesson 3

3:00 TPR

3:10 LWE
Review pg 31, 32

Reading -

Lesson 1 - chart 1

Reading chart & story

Skills practice

possessive's

"

plural s'

Write ng/g individually - identify sound/letter

Dictation

3:50 Free conversation
Atlas - planes, ships

Kuwait
Iraq
Jordan
Iran
Israel
Syria
Saudi

TPR

Get a piece of paper
Write your name on it
Draw a circle around your name
Draw a funny face on your paper
 a straight line next to funny face
 a straight line with your finger in the air
Write the number 17 on your paper
Draw a circle around it
 square around your neighbor's circle
On your paper, draw a square, in the square draw a circle
Turn your paper over, draw a crooked line
 draw a straight line next to it
Make a circle to go around the crooked & straight line
Give your paper to your neighbor
Take your paper from your neighbor
Relax
Count to 20 by 5's

Level 2
Lesson 4

3:00 TPR

3:15 Dictation - pg 45, writing
SB pg 4

3:25 Picture It - pg 110, 1-8 (Present - 3rd)
Eric takes a walk
He stops at a men's clothing store
He looks at a sports jacket
He goes inside the store
He goes to the sports jacket section
He reaches for a sports jacket
He takes it off the rack

2. Change to I, She,
 " is taking
 is stopping
 is looking
 is looking
 is going
 is going
 is reaching
 is taking
3. Change to Present progress
4. Add is deciding to review
5. Change to question
6. Change to 1st person present tense

3:50 Free Conversation
 map/atlas

TPR

Hold up 2 fingers
 Take your fingers for a walk on the table
 Stop your fingers by a pencil or pen
 Jump over the pen
 Run your fingers to a book
 Hide under the book
 Crawl out and kick the book
 Fold your hands together on the table

Level 2
 Lesson 5

3:00 TPR

3:10 LWE - Lesson 2
 Dialog
 Vocabulary - house, rooms, actions
 SF

3:50 Free conversation - draw your house
 what are the things in your rooms?

Note: Draw a floor plan - place real object in given rooms
 By pairs, list all the things they had in their homes by
 assigned room. In my bedroom, I have a _____

Lots of vocabulary and free usage resulted - took about 20
 min. Each person drew a floor plan of their home first.

TPR

Point to the house floor plan
 Put the fork in the kitchen
 Put the napkin in the dining room
 Put the toothpaste in the bathroom
 Put the book in the living room
 Put the pillow in the bedroom

32

pencil	)	
spoon	)	
knife	)	elicit rooms & language for these
toothbrush	)	
comb	)	
magazine	)	
shirt	)	
shoes	)	
pan	)	

Level 2
Lesson 6

3:00 TPR - with/for - cut up clothing pictures
want
or

3:10 LWE
SF pg 52, with
pg 53, for
54, or
Pronunciation /i/ - /e/ and /f/ - /r/

Reading - skills practice, pg 61 & 62

3:55 Picture It - use own words to describe happening - collect
papers

TPR

I'm going shopping for some clothing with my friend.

I'm looking at some shoes for work.

" " " a sweater for cold days.

for a coat with fur cuffs and collar.

This sweater will go with this skirt.

I can wear these gloves with the coat.

The striped tie will go well with the striped shirt.

Which do you want, the skirt or dress?

The "socks" will match with the pants.

The umbrella will be good for rainy days.

I can use the wallet for my money.

The money will pay for the things I buy.

What are you shopping for?

Level 2
Lesson 7

- 3:00 Picture It - habitual actions, pg 2 & 3
 Change to I
 add every morning
 Change to ? with Does
- 3:15 LWE - Lesson 2, reading chart
 writing lesson
 skills practice
- 3:50 Question strips -

What do you eat for breakfast?
What do you take with you to work in the morning.
Do you get out of bed quickly when the alarm rings?
Do you listen to the news on the radio or watch TV? In what language
do you read the news?
What do you drink in the morning?
Do you eat breakfast in the kitchen?
What time do you get up?
What do you do after you eat breakfast?
Do you brush your teeth in the morning?
Do you look outside before you get dressed in the morning?

Level 2
Lesson 8

- 3:00 TPR - map
 Find Loussac library on 36th & Denali
 Find Providence Hospital on Providence Drive
 Find the Post Office at 800 Ingra
 Find the Univ. of AK campus on Providence Drive
 Find the Safeway store at the University Shopping center on
 36th & Old Seward.
- 3:10 LWE - Lesson 3
- 3:45 Partner - give direction for your partner to find the
 mystery building, i.e.
 1. Humana Hospital
 2. Charter North Hospital
 3. ATU building
 4. Wendler Jr. High
 5. McLaughlin Youth Center
 6. API
 7. Alaska Native Medical Center
 8. Sheraton Hotel

9. Central Jr. High
10. Merrill Field
11. Clark Jr. High
12. Goose Lake Park (Goose Lake)
13. Stellar School
14. Gov't Hill School

Level 2
Lesson 9

3:00 Report from Raul on In the Know & Challenger

Who works in a bank? - teller
- Name as many kinds of jobs as possible for given bldg

LWE - pg 68 - Adjectives
69 - Weather - use calendar on board and identify
weather according to months

Vocab pg 70 - need
SF pg 71 - prepositional phrases w/noun modifiers

Map Work -
1. Demonstrate how to give directions
2. What is a mystery?
3. Pair work to find mystery building on map
given directions - work together with one map

Cards

* restaurant	supermarket
hotel	department store
library	church
school	
hospital	
bank	
post office	

Level 2
Lesson 10

3:00 * Describe mystery object for partner to guess.
1. What is a mystery
2.* Describe

3:10 LWE - reading - Chart 3 and story

3:50 Write a description of your mystery object.
Use invented spelling.

* Describe -

looks like:
shape
size
color

made of:
materials

smells

weight

* Mystery, obj. cards

1. fish
2. telephone
3. post office
4. pencil
5. baby
6. building
7. spoons
8. umbrella
9. shoes
10. chair
11. refrigerator
12. stove

Level 2
Lesson 11

- 3:00 Workers in given buildings - pairs
1. Build list of position names
 2. Group question pair to find building name (kind)
 3. Group confirms list of people employed
 4. Talk about jobs
 5. Create a chart to show similar jobs across the board of work places
- 3:15 Picture It - verb usage, pg 10
Sequence 3 - 3rd person sing. present
Change to I
negative
every morning
Change to question
- 3:30 Lesson 4 - LWE
- Dialog
- Vocab pg 85 - elicit questions about Illus. pg 21
" pg 86 - this-here, that-there
- Vocab pg 91
SF pg 92
Pronunciation pg 93
Reading
- 3:50 Questions re books - ask for check

Level 2
Lesson 12

- 3:00 Picture It - free description of Seq. 3
 Drill - 3rd person pg 10
 1st person
 negative
 continual
 question
- 3:15 LWE - Lesson 4 (from previous lesson)

Level 2
Lesson 13

Props: cars, train, truck, boat, airplane, bus, taxi, ferry

3:00 TPR

3:10 LWE pg 101

Vocab - get & adj
 pg 102 - transportation
Vocab - get + transport

Structure Focus - had with picture it in/out
 ? have with picture it

Structure Focus - how/by pg 107
 infinitive pg 108

TPR

Get in the car. Drive to the store.
Get out of the car. Go into the store.
Buy some milk.
Get in the car and drive home.

Level 2
Lesson 14

3:00 Travel Brochures - pairs plan trip, share

3:10 Pronunciation - LWE - pg 109, Lesson 5
Reading chart - say these sounds quickly
reading questions

Lesson 6 - food in containers, pg 116
Vocabulary fresh/stale, pg 117

Travel Brochure - pair activity

Where are you going?)
How do you get there?)
Why are you going?) Write questions on board
What are you going to do?)
When are you going?)

Level 2
Lesson 15

Props: apple, eggs, milk, cereal, coffee, can of soda, bread-whole/

3:00 LWE - Lesson 5
Reading Chart/Story
Pronunciation

3:20 Picture It - pg 125 & 126 - Seq. 2
pg 126 & 127 - Seq. 3
1. Describe events
2. Use Let's
We'll

3:30 LWE - Dialog - role play for other tools
Vocab. pg 116 - containers
pg 117 - fresh/stale

SF - past tense

3:55 Homework - bring a recipe to share with the class
We will make a book

Level 2
Level 16

- 3:00 Recipe share
Read aloud for comprehensivity
Ask for history/comments on recipe shared

Measurements - Drill pg 118
- 3:10 LWE, Lesson 6
Dialog - use other foods - pg 116
SF - past tense, pg 122
SF - quantify
SF - future questions, pg 130

Pronunciation - /o/ & /e/, past tense t, d, ud

Oral Evaluation

Level 2
Lesson 17

- Props: copy vegetables, meats, pages from dictionary 10,11, 6-7, 24-30-31
- 3:00 Recipes - vegetable/cooking/kitchen pages
- 3:10 LWE Lesson 6
SF - Question with how many/how much pg 128 & 129
SF - future tense - pg 129
Pronunciation - /a/ & /e/
past tense production, pg 132
- 3:45 Back to Back
Use pg 24 to identify clothing descriptions
1. fold under the definitions
2. Look at the paired pictures, describe the difference for each pair
3. Sit back to back with someone and use the clothing descriptions just learned to describe what the partner is wearing.

Level 2
Lesson 18

3:00 Introduce family & class, self introductions

Recipes

3:15 LWE - Pronunciation, Lesson 6, pg 132
past tense, model
individual response for past tense drill

Reading - Chart and Story
Skills Practice - pg 134

r - pronunciation practice from handout

Skills practice pg 135

Level 2
Lesson 19

3:00 Recipe share

3:10 Clothing page - NOPD pg 24
1. Fold under definitions on page
2. Compare the two similar items to develop a description
3. Ask Nancy to visit the class briefly sometime in the first
15 minutes - ask to describe clothing for a missing person.
4. Complete descriptions of clothing
5. Ask for description of Nancy's clothing - work in pairs

3:30 LWE - Lesson 7
Vocab. pg 141
question - what do you do for a _____?

Adverbs - pg 142

DNF

Free Reply - Yesterday/Tomorrow with verb list on pg 132.
Let each build own sentence - individual reply - given verb and
time.

Ask questions What did) for entire group
What will)

to repond

Level 2
Level 20

3:00 Recipes

3:10 Continue from previous lesson

LWE - SF pg 145

Pronunciation - draw picture of tongue position from handout

Reading - LWE Chart/Story

3:45 Dictation - Draw as I Say

1. T Partner given picture
2. Describes that picture to partner to draw, use detail as much as possible
3. Compare real picture with drawing

Level 2
Lesson 21

3:00 Recipe

3:10 LWE - Lesson 7

SF - negative statements in past tense, pg 145

Pronunciation - red/black squares

Reading - Chart and Story

comprehension questions - ask students to write answer

Skills Practice -

e/i

fr blend

s or verbs - indicate verb, raise hand if s is on verb

Went to Lesson 8 back to vocals

Level 2
Lesson 22

Call for recipes

- 3:00 Picture It, pg 100-1
 Writing a letter sequence
 Change past tense
 future tense
 add clause
- 3:30 Writing letters -
 list reasons
 Homework - have a reason to write a letter in class for next
 week
- LWE - indefinite/definite articles pg 157
- Model can pg 158
 Irregular verbs pg 160
 SF - questions w irregular pg 161

Level 2
Lesson 23

- 3:00 Picture It
 Sequence thee - fine
- + rapid speech dictation - use tape
- 3:30 LWE from previous lesson

RSD

She took out a pen
She sealed the envelope
She wet the stamp
She signed her name
She ran out of ink
She looked in the drawer
She pulled back the chair
She closed the drawer
She wrote some more
She put the letter in
She opened the drawer
She folded the letter

Level 2
Lesson 24

3:00 Call for recipes/Questions Strips, pg 107 Pic It

3:10 LWE, irregular verbs SF pg 160
questions w/Ir. v. pg 161

Intro. pg 163

Pronunciation
Oral Eval

1. Do you enjoy writing letters?
2. Have you written any letters lately?
3. Do you read the letters to the editor in the newspaper?
4. Have you bought stamps lately?
5. Where do you buy stamps?
6. How much does it cost to send a letter to your country?
7. How do you seal the flap on the envelope?
8. Have you mailed the last letter you wrote?
9. How much does it cost to mail a letter to Wash. D.C.
10. Juneau?
11. send a post card
12. How many letters have you received in the last week?

Level 2
Lesson 25

3:00 Picture It, After Work, pg 40-41, 42-43
Change to past tense
Change pronoun to I
Begin each sentence w/"When she gets home from work _____"

3:20 LWE - Pronunciation, pg 165

Envelope - address/return address
Write neighbor's address on envelope, use self for return address

3:30 Question - Strips on letters

3:45 LWE - reading chart & story - use past tense in asking comp. questions

Skills Practice - pg 166-167

Dialog from Lesson 8 - enact and expand

New books Convers. English arrived
Read dialog - close books Lesson 8
Read SF done earlier on Less. 8

Level 2
Lesson 26

3:00 Picture It activity from 4-16

3:20 Same as yesterday's

LWE

Level 2
Lesson 27

3:00 LWE chart 8A & B, story B, ask questions using past tense

Skills Practice pg 167 & 168

Lesson 9 - Dialog pg 170

turn to your neighbor and find out what each other did yesterday

Random question - or ask for report, "_____ went to the zoo yesterday and watched the elephant chase ducks."

Review vocab

Expansion drill - pg 173

Future time expressions pg 177

Level 2
Lesson 28

Props: copy 7, 4 & 5, 11, 8

Aims:

Recognize inseparable two-word verbs

Write from rapid dictation

Define two-word verbs

3:00 Listen to tape of skit "Lost Car Keys"/On Stage w/English
Give copy of script and listen again
Read - taking parts

Oral Comprehension check - pg 6

Form pairs using picture cards to complete one study sheep, pg 7 between each

Oral Exercise pg 13

4.

Rapid Speech Dictation - pg 11

Object Pronouns pg 8

Level 2
Lesson 29

Aims:

Give meaning to inseparable two word verbs
Write from rapid speech dictation/hear 2 word verbs in
communication

3:00 Read skit - take parts

Answer orally comprehension questions
rapid speech dictation page

Role Play -

H - Would you like "turn-down" service

G - What does that mean?

H - I turn down your bed, I straighten up your room and see
to your bathroom.

G - Yes, please. I will look for a clean room when I
return from dinner. Thank you.

Listen for and identify two word verbs in exchange

LWE - Lesson 9

Level 2
Lesson 30

Aims:

Hear & use another one, the other one, others

3:00 LWE, pg 173 SF

Drills

SF - past tense - irregular verbs pg 178

SF - negative statements w/pt verbs 179

Future time expressions - 177

be + going to indicate future

Drill

Pronunciation
Chart & story

Rapid speech dictation
The telephone rang.
She's going to buy a dress.
I'll go home next week.
He'll make dinner tonight.
She swam in the lake.

Level 2
Lesson 31

Props: Copy 145 Em. Eng., phone book

3:00 LWE - Story, pg 43
 Use past tense in asking comp questions.
 Response in past tense

Skills Practice

Lesson 10 - Dialog, pg 186
Vocab pg 187

Vocab. pg 143 in Em. Eng
Locate Poison Into. center number

Pair up - use partial words - temper/ature
thermo-meter cap-sule harm-ful
den-tist dos-age stre-ngth
doc-tor poi-son dire-ctions
tab-lets medi-cine head-ache

Read and compute together pg 143 from Em. Eng.

Level 2
Lesson 32

3:00 Go over pg 145 together
 What symbol means poison? Ask students to draw symbol.

LWE - Drill pg 189
Vocab - verb do
Ordinal numbers, pg 190
(Vocab. Holidays in the U.S.)
SF - pg 191

18

Vocab. pg 192 - ago

Level 2
Lesson 33

Aims:

Recognize dialogs that have content
Write dialog for guest questions

2:00 Review dialog from Lessons 8, 9, 10 LWE, pg 186, 170 and 154-
identify content, possible alternative responses.

Distribute dialog sentence strips, form group by dialog built

Write a possible dialog for guest requests, i.e.

1. Where can we get something to eat?
2. How can I exchange some money?
3. I have lost a pair of shoes in the exercise room.

Exchange dialog and other group read

LWE pg 191, past tense verbs, SF
Vocab pg 192
SF pg 193 & 194

Level 2
Lesson 34

3:00 Work Request Forms

Aims: Identify problem and fill out work request form
Know the procedure for completion of request form

Scenario I am cleaning the bathroom in room 1324. I have turned on the
tub faucet to rinse the cleanser out and cannot turn off the
water. What do I do?

Where are the work request forms kept?

What do the words mean on the WRF?

What do you do with the WRF when you've completed it?

In groups build a scenario for needing a work request form
appropriate to your work. Read scenario to class and
entire class fills out request form in groups/by class?
from scenario described.

Level 2
Lesson 35

Aim: Identify main idea for work request form

Review Vocabulary pg 188

Read sample work request forms and answer "What will be fixed?
and/or What will engineering fix for each work request form.
Ask for a copy of real forms turned in.

DNF

LWE, pg 193, SF use of and and too
tie into previous work request forms
SF, pg 194

LWE - SF, it's a big/little job to fix the _____.
Use work request forms and let students again identify what
needs to be repaired.

1. Read
2. Student responds w/it's a _____ to fix the _____.

SF pg 196 - help with obj and verb

Pronunciation, pg 197

Level 2
Lesson 36

Roselynn sub

LWE - pg 191
pg 193
pg 194
pg 196

Level 2
Lesson 37

3:00 Rapid Speech Dictation
Thomas and Raul were tired and I was too.
I'm not a doctor and Juan isn't either.
Su will help July make the bed.
Yesterday was Memorial Day, the 27th of May.
He wasn't on the bus and Luis wasn't either.

LWE - pronunciation pg 197

DNF

Chart & Story 10A and 10B, pg 198-99
Skills Practice
Writing

What's being advertised? from Keep Talking, pg 75

Level 2
Lesson 38

3:00 Use ads to talk about advertising
Complete what's being advertised activity -
talk about why, what content is used to depict product
desirability

LWE - Reading - Chart - Story pg 198
Skills Practice

LWE - review thru pg 207
Vocab pg 207 First/Then
SF pg 209 - past tense regular verbs
past tense irregular verbs
SF pg 210 past of 6 + verbing
SF pg 211 use students names

Level 2
Lesson 39

3:00 LWE, pg 200 Skills Practice

Dialog - pg 204
Review Vocab Illus pg 50, pg 204
Vocab pg 205 & 206
Vocab pg 207
Teach - First/Then pg 207
Drill - use past tense - did marker

Regular Verbs - Present & Past Tense - pg 209
 Irregular pg 209
 SF - pg 211, use students names
 SF - pg 212, use Red Book - Conversational
 SF - pg 214

Rapid Speech Dictation

The doors were opened.
 Elda thanked Sa for helping.
 The man stopped talking.
 Luis saw Alvaro running.
 I was studying English yesterday.
 Then I stopped to eat dinner.

Level 2 Lesson 40

3:00 Review corrected recipes - complete present/past sheet

Model completion of Activity chart

Pair up and fill in chart for each partner, name in corner

Ask questions re each chart

Present	What does _____ do every day at _____?
P-P	It's 6:30, what's _____ doing now?
Past	What did _____ do yesterday?
Past Prog.	What was _____ doing yesterday at _____?
Future	What will _____ do tomorrow?
	What is _____ going to do tomorrow at _____?

LWE, pg 211	Structure focus	verb-object - infinite
pg 212	" "	" " not "
pg 212	" "	verb + verbing

Work on /th/ pronunciation

Level 2 Lesson 41

Students will build a story from the previous activity charts.

Give example and then let each student fill in the information from a neighbor's chart. Read to class if time.

Charts are present tense - 3rd person

Elicit the kinds of info to be written into given blanks before letting individuals work.

After stories are completed ask questions - in past tense

When did _____?

What did _____?

Level 2
Lesson 42

Roselynn sub

Questions/Statements

Level 2
Lesson 43

3:00 Review - Lesson 11 LWE pg 219
 Pronunciation
 Reading pg 221-226

Lesson 12 - Dialog pg 230
 Change to find out each others favorite kind of movie
 Vocabulary pg 230 - occupations
 pg 231 - preposition

Mime activity - keep talking
 Use questions to guess mystery object as mimed by student

Level 2
Lesson 44

Sub by Roselynn

Reading LWE Lesson 12

SB II Review passive
 How do you feel
 pg 220-221 story

Level 2
Lesson 45

3:00 Dinner party booklet - pg 30 in Interactive Techniques
One of my favorite times of the year is
One of my best memories of childhood is
A place I would like to visit is
I'm really looking forward to a time when
Three things I am really good at are
I came to this class because

LWE, Lesson 12

Dialog, pg 230
Vocab pg 230
Vocab direction prepositions, pg 231
Car Vocab 232-234
Opposites pg 235

Skills Practice, pg 222 LWE

Workplace Curriculum

LESSON PLANS USED WITH HOUSEKEEPING EMPLOYEES

OF THE SHERATON ANCHORAGE HOTEL

Conversation and reading skills
correlated with Skill Book 3

of the

Laubach Way to English

by Jeanette D. Macer and Martha A. Lane

New Readers Press

Developed by Polly Smith and
Richard King

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508.

BEST COPY AVAILABLE

53

Funding for the Anchorage Workplace
Literacy Project provided by a \$205,852
grant from the U.S. Department of
Education National Workplace Literacy
Program with matching local funds.

Hotel Curriculum

9/26/91

Ask about menus from hotel restaurant, cafe & bar

Book 3

3:00 - LWE - Dialog, pg 10

Vocab review - use Illus. pg 11-12

Use menu section, scanning activity from Stepping Out, pg 111-116.

SF pg 13 - past tense verbs/DNF

SF pg 15 - before/after /

Oral Eval

Use menu from hotel cafe/restaurant to expand the dialog and vocabulary, i.e., what kind of meat is used for - the entree?

10/1/91

3:00 - LWE, Book 3, Vocabulary pg 12.

read vocabulary Food Items through once, then sentence by sentence for repetition.

Drills

Expand to individual questions, i.e.

Why do you go to the supermarket?

What do you buy for breakfast; lunch; dinner?

What do you buy to drink?

What does _____ buy for breakfast; lunch; dinner?

" " _____ buy to drink?

SF - past tense pg 13

write on board present/past tense verbs

SF - before/after pg 15

Listening Comprehension pg 15

Read story twice, ask mdw. students to retell the story, one sentence at a time. Subsequent students may add to information given previously or continue with story.

"Anything else?" at the end of the story.

Skill Book 3 - LWP

10/3/91

3:00 - Story - LWE

Reading for Living pg 5

Directed silent reading - read silently, write a question to ask of the group after you have finished reading. Use who or what. Answer indirect questions from TM.

Take parts and read story.

Reading for Living, pg 6 in SB, read & answer questions aloud individually.

Assign homework, pg 7.

Skills Practice, TM pg 21

Writing, TM pg 22

Questions generated from pg 5, LWRS

What does Jason have? ham sandwich/ glass of milk

Who went to the snack shop? Jason, Carla, David

Who are the people in the story?

What kind of drink does Carla?

Who is Fran? the owner/worker

What does Fran ask J + D + C?

Who asked J, D & C what they want?

Who works at Fran's Snack Shop?

Who is drinking coffee?

What did Jason want to drink?

10/8/91

3:00 LWE, Lesson 2

Dialog - vary to include other meal items.

Vocabulary - expand to ask, Do you have a full-time or part-time job. How many hours do you work?

Vocabulary - Vegetables, pg 18. "Cooking Light" Magazine for additional vegetables.

Structure Focus, pg 20 & 21.

Structure Focus - ever/newer, pg 22.

Use sentence chart for word order.

Listening Comprehension - group retell story, adding information as needed.

Reading - Skill Book

explain Mr/Mrs titles refer to pg 24 in LWE 3

SB3, pg 22, dictation, set up notebook, check homework.

10/10/91

3:00 - LWE Lesson 2, Reading

Discussion questions, pg 25 TM
Story check-up - group complete

Reading for Living - What is Carla having for dinner?
What do you need to make instant potatoes?
What goes in the pan first?
After the water is hot, then what?
Complete page individually.

Skill Practice, pg 27 & 28
Writing

What are we having for dinner?
Select box and give directions for making the contents for a family of four. Work in pairs.

(Use prepacked food such as macaroni and cheese, cake mix, instant rice, etc.)

10/15/91

3:00 - LWE, Lesson 3

Dialog - vary using apartment ads from paper on cards, students ask questions about apartments of each other, pair work.

Vocabulary, pg 26 - add items of interest.
Structure Focus - have to + simple verb form. Use work related tasks - e.g.
At work, I have to _____.

SF - it + adj + infinitive pg 29

Listening Comprehension - listen to story twice, think about story, any questions on words? tell me the story.

Evaluation - pg 30

Reading - LWR
Chart

Note: apartment cards were high interest - elicited questions for possible interview; talked about how the landlord wants to rent.

Discussed: abbreviations in ads
utilities in Anchorage
pets

Practice dialog - tape finished product by each pair

10/17/91

3:00 - Listen to tape of previous lessons

Dialog - transcribe for later structural practice

Complete lesson plan from 10/15.

10/22/91

3:00 - LWR - Story 3

review titles Mr., Mrs., Miss, Ms

Directed silent reading

Oral reading - students take roles including narrator

Divide into pairs - give each pair a question from "Reading Between the Lines" to discuss and answer, read question and give answer to whole group, discuss as needed.

Include questions - When is your payday?

Are you paid weekly, bimonthly or monthly?

What expenses do you have that are the same as the Masons?

What expenses do you have that were not talked about in the story on the Masons?

Story Check-up pg 16

Reading for Living pg 17

Skills Practice - TM pg 33

10/24/91

3:00 - LWE, Lesson 4

Dialog, pg 31, expand with additional tools and repairs, i.e. hammer, scissors, pliers, nails, screwdriver-flathead and philips head

Give a tool to a pair - develop a dialog using tool and a probable repair for that tool.

Note: Students found high interest in the tools and language used with each

10/29/91

3:00 - Add additional tools: saw, drill, wire cutter, screws, extension cord

Discuss the use of tool, write verbs to describe use

Pair work - develop a dialog with given tool. Read dialog to group and leave out the name of the tool used for the repair work. Class has to identify tool.

Extension of Skill Book 3, Lesson 4 (10/28/91)

Tools (vocabulary - examples)

Wrench - open end

box end

combination (one of each above)

Ratchet - (drive size) 1/4", 3/8", 1/2"-3/4"

Socket - English and metric sizes

English sizes 1", 1/2", 1/4", 1/8", 1/16", 1/32", 1/64"

(no 1/3, 1/6 etc sizes)

Metric - mm

Hammer - claw/ball pein/sledge

Nails - common/finish/special size by "penney" - no relation to length.

Screwdriver flat tip (slotted)

Screws - by Allen + # size/length/ Torx - star shaped, purpose

Cap screws - allen head screw/bolt.

Allen wrench - size, English/metric

Bolt, nut, washer

Size - English, metric - by diameter threads per inch

Washers - flat, lock (special)

Bolts - plain/self-locking

Electrical cords - extension cords

plug - male/female

prongs - 2-prong/3-prong

Pliers >always w/s for the two scissor jaws/blades (like pants).

Slip jaw - (water pump), plain

Wire Cutter

*Vice grips (locking pliers)

*Crescent wrench (adjustable wrench)

*manufacturer's name - common use.

Light bulbs - measured by watts - not working "burned out"

Paint

Paint brush

Paint roller

(drop cloth)

Vocabulary - action words

Electrical

Cord - plug in/unplug (pull the plug)

Light switch: turn-on switch-on

turn-off switch-off (put out)

plugs - 2-prong, 3-prong

Mechanical (demonstration)

fix-repair

hammer - hit with hammer

*pound nails - drive nails - pull nails

screws - drive in - screw in - screw out

tight loose - screw/bolt

tighten - loosen screw/bolt

screw on bolt/nut

unloosen

tighten down

10-31-91

3:00 - LWE, Lesson 4

Group discussion of Halloween include:

costume
trick or treat
custom
tradition

LWE, pg 32, vocabulary - use Halloween costumes to expand the use of vocabulary

SF - use of shall, pg 33 - see attached page

SF - when clauses, expand to:

When a repair order comes, I will do the work.

" " trick or treater knocks, I will
" " guest asks a question, ...
" " light bulb is out, ...
" " chair is broken, ...
" " supervisor asks for help, ...
" " stoplight turns yellow, ...

Extension Skill Book 3, Lesson 4 10/30/91

Explain Halloween - Holy Eve of old All Saints Day - Big American Holiday

Spooks and goblins/trick or treat
Devil's night (Detroit)

Face Parts

cut out - assemble - discuss
lip - upper - bottom
eye - eye lid/eye lash
cheeks - chin (cleft in chin)
ears - ear lobe/ear ring
brow - eye brow
forehead
mouth - teeth/tongue
wink - one/blink - both/dimple
blind - can't see
deaf - can't year
dumb - can't speak

Polite - nice/pleasant/subordinate to boss

Please/thank you/you are welcome
Shall I/may I

11/5/91

3:00 - LWE, Lesson 4

SF, pg 35, verb & infinitive

SF, pg 36, verb, object - infinitive
free reply - encourage personal or work related replies

Listening Comprehension - pg 37

1) Read twice - students retell the story collectively, teacher writes retell on board.

2) One student reads story and one student "checks" the retell. Entire class confirms, changes, corrects, retell for the checker.

Oral Evaluation, pg 37

Reading, LWR, pg 37, TM
Chart & Story

11/7

3:00 - LWR, Lesson 4

Review story on page 21 in LWR

Reading Between the Lines. Ask questions of entire group - pair discuss first, then tell answer to entire group for discussion.

Story Check-up - pg 22

Reading for Living - pg 23

Skills Practice 3 - add landlord

Writing Lesson - dictation of words, sentences and study

Practice - pg 24 & 25 in SB 3

11/12

3:00 - LWE - Dialog - inc. other parties, necessity of gifts

Vocab - wedding

taking pictures

past participles of irregular verbs

SF - past perfect - with already and yet

use of may for permission

reflexive pronouns as objects

11/14/91

Need: copy of dialog
sentence/word strips

3:00 - Review of Present Perfect

Listen to:

1. Are you going to Denny's for lunch?
2. Yes, I'm meeting my friends there. They have already left. I'm going now. Do you want to come?

Arrive at the restaurant

2. Hi, have you ordered your meal yet?
3. Yes, we have already ordered. Are you going to eat with us?
2. Yes, I have to order. I haven't eaten any lunch yet.

Read dialog as the tape plays - again.

Identify the present perfect forms by underlining the two parts of the verb.

Use word/sentence strips to arrange word order to answer:

Each student gets 1 or 2 words to build answer, sentence, as a group.

Are you going to drink a diet soda?
to give her a gift?
to eat lunch?
sing a song?

Is the telephone going to ring?

Answer sentence:

Yes, I have already drunk a diet soda.
No, I have not drunk a diet soda yet.

Words for answer sentences: (in attached envelope)

11/19

3:00 - LWR, pg 27

Reread story

Reading between the lines - give pairs one or two questions from the TM pg 42 to discuss and answer, then tell their answers to whole group for discussion.

Add - What are some wedding customs from your country? to each pairs questions

Story checkup, SB pg 28

Reading for Living - SB, pg 29, what other reasons do we write a thank you letter? Write them on the board, i.e. gifts, dinner, help, hospitality

Skills Practice, pg 42

Writing - pg 25 in SB 3 and notebook

Practice - pg 30 & 31 in SB 3

11/21/91

notepaper

3:00 LWR - complete reading for living, skills practice.

Write thank-you note. Scenerio: It's your birthday. You have had your friends over for a party but one friend could not come, but he sent a gift for you. It was a _____ (draw a picture of gift from the envelope, so each student has a different gift).

You want to write your friend a thank-you note. What will you say?

Students write and then pass their note to a neighbor to read for them.

11/26/91

3:00 Read thank-you notes. Ask:
Did they mention the name of the gift?
How will they use the gift?

LWE, Lesson 6

Dialog - pg. 47 - expand to ask:
Do you come to work by yourself?
Do you always go shopping by yourself?

Vocabulary - idioms with do, make & take pg. 48.
personal grooming - pg 49, hold up item and ask "What
do you do with this?"

SF - reflexive pronouns with by, pg. 50.

SF - Past progressive - pg. 51.
Use additional action pictures, asking "What was he/she/name
doing when this picture was taken?"

Have students generate question to ask of group by giving each
student a different picture.

SF - Infinitive & gerund review, pg. 52.

Listening comprehension -

- 1) Read story twice. Group retell collectively.
Teach writes on board.
- 2) Student reads story and another student makes
corrections on board, retell.

12/3

3:0 Close activity with Story 5 from LWR.
1) Students read story silently in entirety.
2) Work in pairs to fill in the blanks.
3) Read aloud, paragraph by paragraph.
a) Discuss the words used to fill in the blanks.
b) Correct obvious errors, accept those that
"make sense".

12/5

3:00 LWE - pg 52, infinitive and gerund review.

Use ESOL Illus to review idioms do, make, take

LWR - reading Chart 6.

Story 1 & 2 as outlined on pg 46 in TM.

Story 3 & 4 - students read orally, teacher notates errors in oral reading. Students read a sentence each.

Reading for Living -

Pair work: copy questions from TM pg 47.

Students work in pairs to answer the questions. Assign only one set of questions to each group. Students report results to group.

Discuss potluck for Dec. 12 at ALP office - 12:00.

Check names/addresses.

12/10/91 copy pg 140 in LWR TM

3:00 Potluck info -

Build sample dialog. You have your food on your plate and find yourself sitting next to someone you don't know. What do you say?

LWR - pg. 48, Skills Practice

Writing-dictation. Tape the dictated sentences. Check for word endings and use of articles. Each student writes a question from the given story 1, 2, 3 or 4 in Lesson 6. Read their question and have volunteers answer.

1/7/92

3:00 We haven't seen each other for several weeks. Let's write some questions we can ask each other. (Point out verb tense used.)

Everyone stands in 2 circles facing each other, ask one another the first question from questions generated. Give time to answer, then the inner circle moves to the right and faces a different person, ask second question/answer and continue. Close with questions to the entire group. How many _____? Did _____ have Christmas dinner, etc., from given questions? Try to set the intervience to answer.

Review LWE - car vocabulary, pg 58.

Adjective opposites pg 57.

inc: the linens in this room.
the Josephine's restaurant.
the room after you clean it.
the machine after you have repaired it.

Past Participles - pg 60 - write on board.

Answer drill questions.

Write sentences on board - students fill in blank

Do you sweep the floor?

Did you send the work request form in?

Have you spent your time working on the floor?

Have you kept the towels off the floor?

Students listen to sentence and identify past participles/past tense.

Have you slept in and missed the bus?

You have spent a lost of money.

Have you ever felt said watching a movie?

Have you kept your Christmas cards?

Have you sent Christmas cards?

I meant to send many Christmas cards.

1/9/92

3:00 LWE, Lesson 7

Structure Focus - pg 61, add:

You weren't in class Tuesday.

You weren't at work yesterday.

He isn't doing a good job.

She isn't on a break.

They weren't at the New Year's Party.

SF - do for emphasis, pg 62.

Listen comp, pg 63.

Oral evaluation - pg 63.

LWR - Lesson 7, pg 50, long e chart and story.

Reading between the lines - round robin to answer questions from book & summarize the story.

1/14/92

3:00 Check for progress. Clip several short articles from current paper - have students skim the article for long a/e words.

1) Underline the word.

2) How many ways to spell the /a/e/in English did you find?

LWR - review /e/ pg 34 in SB & 50 in TM

Check story check-up pg 36. Ask student to read the question, another to answer with complete statement.

Reading for Living, pg 52, add: What are some room numbers for the 10th floor? How do we say it; write it, read it?

When we read the ads for used cars, how did we read \$2500? \$1995? \$3049?

Skills Practice, TM pg 52 & 53.

Writing, TM pg 53.

1/16/92

3:00 Listen to Lee's lesson on tape. Identify the
contractions, lets, its, wasn't, didn't, I'll.

Write all the long e words heard as the story is played one more
time.

Dictate words, sentences from pg 53 in TM 3, LWR.

Complete pages 38 & 40 in Skillbook.

DNF - do next lesson.

Discussion of English class.

Please write: some things you liked.

" " " " " learned.

" " " " " would like to learn or study.

Contractions:	Wasn't
	It's, its
	wasn't
	let's
	lets
	didn't
	wasn't
	wasn't
	didn't

e words

Use green striping

1/21/92

3:00 Discussion of English class - complete eval. forms.

LWR, TM, complete dictation sentences. Read only twice,
complete Practice pg 38 in SB 3.

Write:	Help Needed	Deep End	Speed Limit
	Do Not Feed	Keep Out	

On cards: Students get one card and describe where it might be
seen and why (what do you think the card means). Any additional
places you might see such a sign?

1/23/92

3:00 LWE, Lesson 8

Listen & Respond Cards for dialog - TM pg 64.

Vocabulary - prepositions of locations

use students names - with prep on board

Have students use in sentence.

Fruit - use picture dictionary for additional fruit names

SF - pg 66 & 67 & 68 & 69

Listening Comprehension - pg 69

Read twice.

Students tell story - teacher writes.

One student reads story & one corrects story as told.

1/28/92

3:00 LWE - review pg 68

Reading - long /e/ written ea

Chart

Story - use directed silent reading questions

who, what, where, when, why, how

Use newspaper to find headlines that answer: who, where, what, when, how -

1) demonstrate

2) work in pairs

3) explain to class the reasoning

1/30/92

3:00 Use room furniture cards to review vocabulary - parts of,
for

toilet	shower	armoire
bed	dresser	chair

Answer: What can break on a _____?
What can go wrong with a _____?

Build list of possible work requests on board for the given items.

Play "Go Fish" with cards, using the item and a part name in each question, i.e.

Do you have a toilet with a lid?
shower curtain with rods?
mattress with box springs?

2/4/91

3:00 Parts Review/
say name of furniture, students name as many parts as they remember, use rhythm.

Match part name to furniture.

Distribute notebooks and pencils, write and draw labeled parts for:

toilet
armoire
chair
bed
dresser

Discuss spelling and pronunciation.
Write sentence:

A _____ has a _____.
The _____ is on a _____.

2/6/92

3:00 Listen/Response cards: chair broken

- A. Hello, Lesa. I'm in room 1415. This is _____.
B. Yes, is there a problem?
A. A chair is broken.
B. What is wrong with the chair?
A. It looks like a moose sat in it.
B. Is the back broken?
A. No.
B. Is the seat broken?
A. No, but all the legs are broken.
B. Yes, it does sound like a problem. We'll write a work request.

Lesson 9, LWE, pg 71, use listen/response cards for dialog.

Discuss difference between home repairs and repairs needed at work site.

Vary items that need to be fixed:

work	and	home
door		TV
floor		faucet
carpet		lamp
armoire		toilet

2/11/92

3:00 LWE - Lesson 9

Vocabulary - pg 73, add keys for work, room key?

pg 73 - saving money

pg 74 - review ordinal numbers

 use calendar

 how many floors in the Sheraton

 what is on the 15th floor?

 where is Josephines?

Use ordinal numbers in sequence.

Every morning I wake up at 6:00.

The first thing I do is wash my face.

The second thing I do is make the coffee.

The third thing I do is brush my teeth.

Students draw a card for a given routine and use ordinal # in sentence to describe the routine.

 Ask questions - when did _____?
 what did he/she do _____?

Structure focus - past be - going to model/repeat

 Students make up sentence - write sentences on board,
 underline structure, students write sentences in
 notebooks.

SF - adj clause with that

2/13/92

3:00 Questions-answers regarding: Yukon Quest
 Valentine's Day

LWE, lesson 9, pg 78

 Listening Comprehension -

1. Read twice - students listen.

2. Write on board sentence by sentence, letting students supply the words in the structural patterns.

Reading SB 3, pg 60 in TM

 Use question cards for reading Between the Lines - pair work to answer the question.

 Group answer for story check-up.

 Reading for Living - use car repair bills for more practice.

2/18/92

3:00 Check homework, Story Check-up and Reading for Living,
pg 61 in TM 3

Skills Practice, pg 62 in TM 3
Writing Lesson - dictation
words and sentences

Fur Rondy response cards

A. Hello _____. Have you seen the _____.

B. No, what are they/is it like?

A. Well, there are many different kinds. Some
are _____ and _____.

B. I think I'd like to go, where is it?

A. _____.

Distribute several articles on Fur Rondy events. Students will
read article and then develop a similar dialog describing event
to partner.

2/20/92

3:00 Lesson 10, LWE
Dialog, pg 79
add haircut, shirt, coat

Vocabulary - identify infant, child, teenager and adult, add
adolescent.

City, Country and State - pg 80 - identify as many cities and
states, draw in Yukon Quest and Iditarod trails on map.
Each student has own map to mark with cities and trails.

Vocabulary, pg 81, idioms, make/take
add lunch break, broke the murre, pill

SF - more/than pg 82
use chairs, bedspreads, sheets, glasses

Question Word & Infinitive, pg 83

Listening Comprehension - tell story in own words - go around
the table.

2/25/92

3:00 State of the U.S.

Use maps from Stepping Out for partner activity. Ask for location of given states and write the state's name correctly, placing state on map.

Ask about living and working in other states, what city?

Review Lesson 10, conversational skills

Teach vocabulary for vacuum.

Review furniture/parts vocabulary.

Write part word and students tell what piece of furniture has that part.

2/27/92

3:00 Review Idioms, pg 81 in TM 3

Talk/Response cards for question words + infinitive

- A. I don't know what to do. Please tell me where to put these shoes. I found them in 1014.
- B. Lesa will teach you how to write a ticket for lost and found, take the shoes to Housekeeping.

Questions for group

Who is A? B? What was the problem?

Where do lost and found items go?

What will Lesa teach?

Listening Comprehension - TM 3 pg 83.

Chart 10, SB pg 52.

Cloze reading for Story 2.

Read story silently w/o pencils.

Then fill in the blanks with word.

Read aloud to check for comprehension.

3/12/92

3:00 Skit - New from Nome

Read skit silently.

Model skit and kazoo intonation -
students say line after model.

Assign roles -

Practice skit
Take skit

Complete questions and search for contractions.

3/17/92

3:00 Review verbs - present/past found in work request.
Write in notebook.

tore	torn
replace	replaced
chip	chipped
stain	stained
miss	missing
wore	worn
broke	broken
burn	burned

Distribute pictures, ask,
"What's wrong here?"

Elicit verbs listed about to explain problem.

Write the problem in one sentence on a strip of paper.

Mix up the sentences and redistribute the pictures. Student
identifies what's wrong and locates correct sentence from those
on table.

3/19/92

3:00 Review repair words from Tuesday
Add to pictures - write statements about the nature of
the problem.

Place "Concentration" with pictures and statements to match.

Role play - distribute pictures and have student describe the
problem to a "Supervisor", i.e.

A: There's a problem with a chair here!

S: What is it?

A: The upholstery is torn.

S:

View words

drapes

pull cord

wand

3/28/92

3:00 Work Request Forms

Distribute pictures equally to all students.

Place descriptive (work order request) sentences in pile.
Students draw from pile, read sentence. Teacher models
pronunciation and intonation with kazoo. Student reads sentence
again. All students look through their pictures to find the one
that matches.

Students complete worksheet filling in nouns in work request
sentences.

Answer: Where is the _____?

Students must place the work request somewhere feasible in the
hotel.

77

3/26/92

3:00 LWE 3, pg 85, Lesson 11

Students take parts in dialog using script cards. Practice pronunciation and intonation. Clap for stress patterns.

Vocabulary - Date of Birth, pg 86
Getting a Driver's License

Structure Focus: If Clauses, pg 88, add
What will you do if the hallway light is out on the 8th floor? - use other work request items.

Use of must/must not, pg 89, add
be late for work
write a work request for a repair
answer a guest's questions

Listening comprehension - pg 90
Listen to story twice
Repeat story in own words going around the room.

3/31/92

3:00 LWE, pg 90, Oral Evaluation
Use work request photos for if clause review

LWR - Lesson 11, pg 68
Chart - long i
Story - Driver's License

Ask question - In the first paragraph, what are the questions the article will answer?

Discuss fact/fictional writing (expository), use newspapers, magazines, textbooks.

Read story silently - close books, summarize story - write on board as the story emerges. Check for relevant facts omitted by reading book and board. Add to if necessary.

4/2/92

3:00 LWR - pg 69
Story check-up, each student read and respond to
question after completing page independently.

Complete Reading for Living, pg 59 as a group.

Skills Practice, TM pg 70
Practice 2 - clap and then say the word after model for stress
practice.

Practice 4, 5, 6 & 7, use words in sentence, ask students to use
words in sentence of their own.

4/6/92

Writing - dictation/Practice, pg 58

Put application terms on 3/5 cards, distribute cards evenly
amongst class. Have class build an application by laying out
the cards in a given order, i.e.

Please Print		Today's Date
Last name	First name	Middle name (initial)
Date of Birth		

Discuss other form abbreviations and wordings - i.e. mid
initial.

4/9/92

3:00 Review photos of work request items.
Students identify problem and say it clearly.

Shuffle pictures and draw one from top of pile, model "Where"
question, meaning location of problem. Model response needed
for work request form.

Students take turns asking Where question and writing location
words in their notebook.

4/14/92

3:00 Read article from paper.
In pairs, answer the following:

What is dough?
How much has the perm. fund grown each day since 1982?

What percent has the fund earned on its investments over the past few years?

Why is the Permanent Fund in danger?
Who is Wally World?
Do you think Dave Rose is worried about it?

Preface with the talk of the Perm Fund application and what it is.

Opinion column in paper
Walter Hickel - Governor

4/16/92

3:00 LWE, pg 91, Lesson 12
Dialog Skit

Vocabulary - pg 93

What does (student's name) when something is funny, she's happy, not happy, very said, angry?

Retirement - pg 93
Ask questions from pg 94 & 95.

4/21/92

3:00 LWE, Lesson 12, Book 3

SF - While causes, pg 96.
What were you doing while breakfast is cooking?
are it is raining?
your child is in school?
your spouse drives?
your radio is on?

Review show answers, pg 97

Check-up - Write work request for given picture - use notebook as needed.

WORK REQUEST FORM PHOTO UNIT

Lesson Plans Used with
Employees of the
Sheraton Anchorage
Hotel

Developed by
Polly Smith



Conversation and reading
skills correlated with the
Laubach Way to English by
Jeanette D. Macer and
Martha A. Lane

New Readers Press



Anchorage Workplace Literacy
1345 Rudakof Circle
Anchorage, AK 99508

Funded in part by a
U.S. Department of
Education Workplace
Literacy grant



Funding for the Anchorage Workplace
Literacy Project provided by a \$205,852
grant from the U.S. Department of
Education National Workplace Literacy
Program with matching local funds.

Polly Smith
1992
Sheraton Hotel

Work Request Form Unit

Introduction

Goals - Enable staff to write comprehensible WRFs as needed for supervisor/engineering.

- Objectives -
- Build a personal reference notebook for each staff member.
 - Identify problem needing repairs
 - Know hotel vocabulary/structures needed for WRF
 - Write problem on WRF

Pictures were taken throughout the site of items needing a WRF.

Notebooks were given to each student and added to each lesson with vocabulary and pictures drawn by student.

For example:

Armoire

door
drawers
hinge
top
panel
knob

Model vocab, student points to item on picture card.

Question - What's this?

It's a _____ on a _____.

Tell me as many things about this (toilet, bed, etc.) as you can.

It has a _____, _____, and a _____.

Lesson 1

Listen and respond card.

- A. Hello, Lesa. I'm in room 1415. This is _____.
B. Yes, is there a problem?
A. I think so, the chair is broken.
B. What is wrong with the chair?
A. Well, it looks like a moose sat in it and broke it.
B. Is the back broken?
A. No.
B. Is the seat broken?
A. No, but all the legs are broken.
B. Yes, it does sound like a giant problem! We'll write up a work request form.

Model the dialog - then distribute cards for practice.

Introduce vocabulary for:

<u>Chair</u>	<u>Bed</u>	<u>Rollaway</u>	
back	mattress	mattress	
seat	box spring	springs	
legs	frame	wheels	
upholstery	wheel	frame	
arm	headboard		
<u>Dresser</u>	<u>Shower</u>	<u>Toilet</u>	
drawer	curtain	handle	bowl
top	rod	lid	tank
handle	hood	seat	base
knob	tile	lid	

Lesson 2

Use room furniture cards to review vocabulary - parts of, for

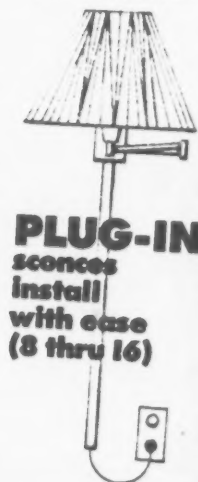
toilet	shower	armoire
bed	dresser	chair

Answer: What can break on a _____?
What can go wrong with a _____?

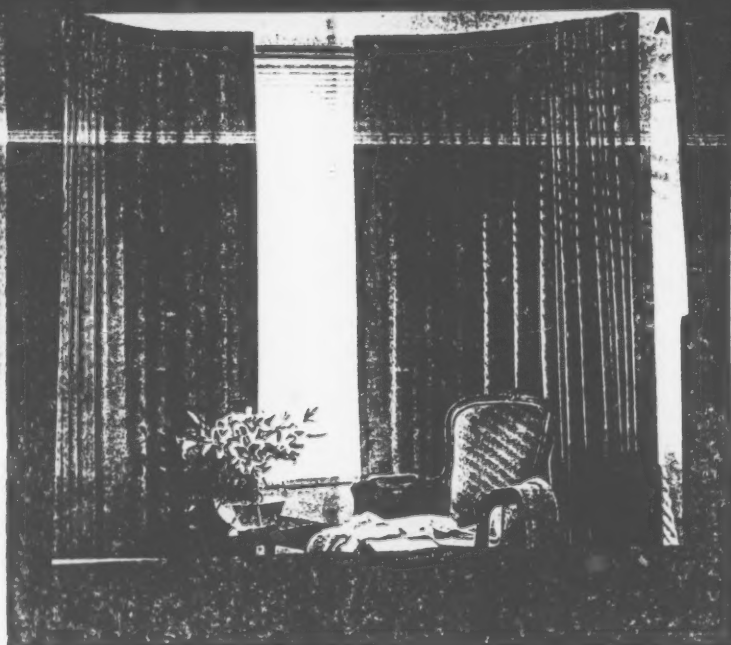
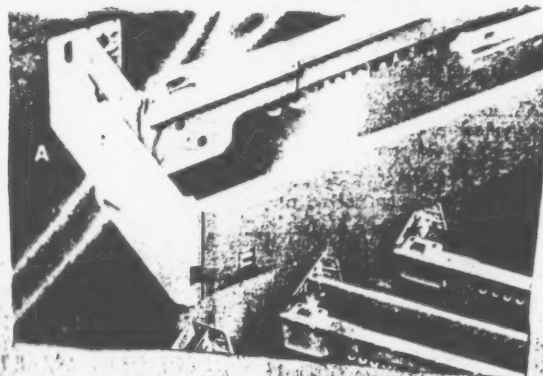
Build list of possible work requests on board for the given items.

Play "Go Fish" with cards, using the item and a part name in each question - i.e.,

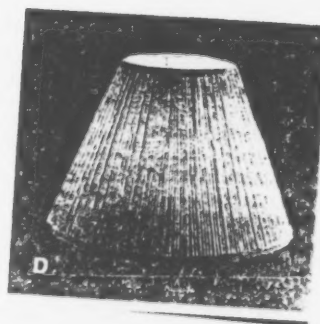
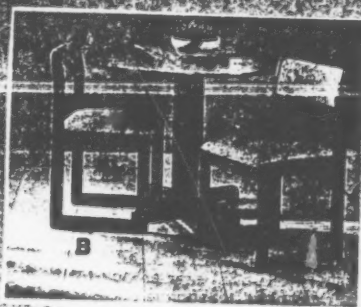
- Do you have a toilet with a lid?
" " " " shower curtain with rods?
" " " " mattress with box springs?

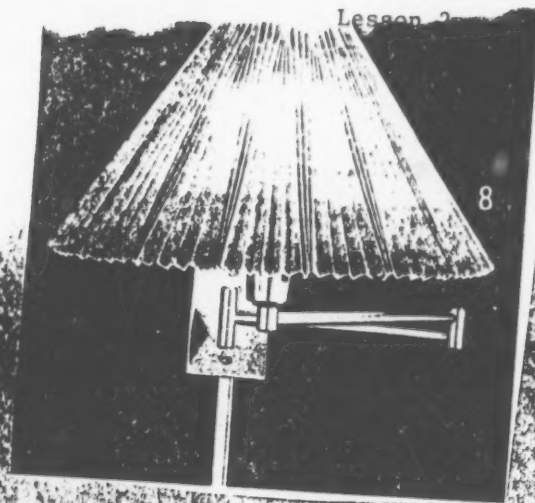
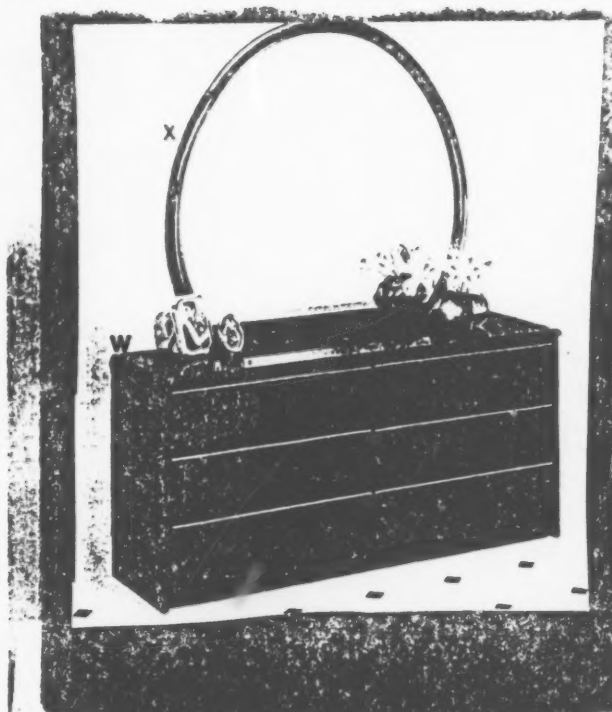


PLUG-IN
sconces
install
with ease
(8 thru 16)

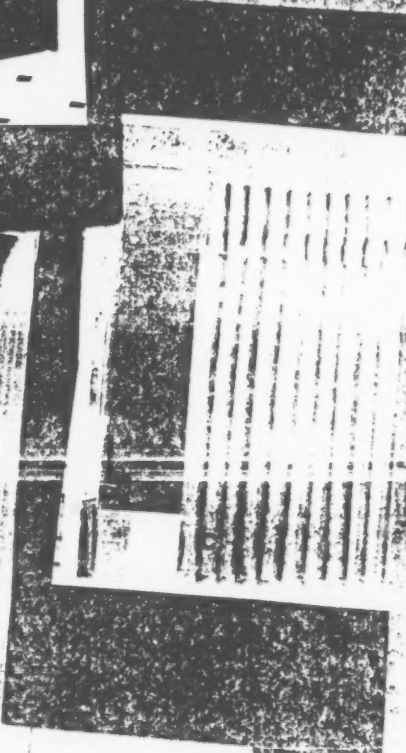
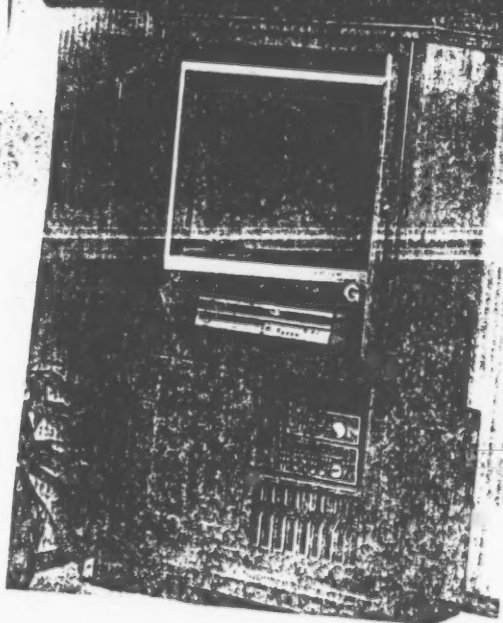


F Tailored hem

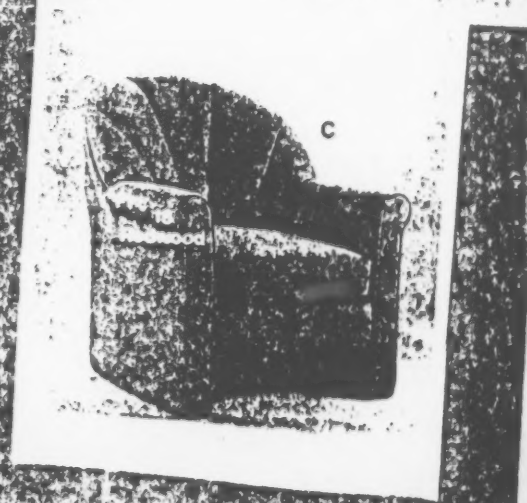




Also available
in twin
extra-long size



Extra-super-firm support
\$239 (incl. mattress)
\$300 including bed



Lesson 3

Review vocabulary for parts of furniture - armoire, chair, bed, rollaway, dresser, shower, toilet.

What parts are in a _____?

Tell me what a _____ belongs to?

Distribute notebooks and pencils.

In notebook, students draw and label parts of the furniture: chair, dresser, bed

Discuss the spelling or words and pronunciation.

Lesson 4

Parts Review/

say name of furniture, students
name as many parts as you remember, use rhythm

Match part name to furniture.

Distribute notebooks and pencils, write and draw labeled parts for:

toilet
armoire
chair
bed
dresser

Discuss spelling and pronunciation

Write sentence:

A _____ has a _____.

The _____ is on a _____.

Lesson 5

Review words from vocabulary workbook.

Draw and label the armoire

Write sentence, A _____ has a/an _____
in notebook. Use sentence to identify parts of the furniture.

Make cards with parts of furniture, words written on each card.
Students draw card, read word and match it with the correct piece of
furniture.

"A _____ is on a _____."

Write sentence in vocabulary book.

Lesson 6

Listen/Response cards: chair broken

- A. Hello Lesa. I'm in room 1415. This is _____.
B. Yes, is there a problem?
A. A chair is broken.
B. What is wrong with the chair?
A. It looks like a moose sat in it.
B. Is the back broken?
A. No.
B. Is the seat broken?
A. No, but all the legs are broken.
B. Yes, it does sound like a problem. We'll write a work request.

Use listen/response cards for dialog.

Discuss difference between home repairs and repairs needed at work site.

Vary items that need to be fixed:

work	and	home
door		TV
floor		faucet
carpet		lamp
armoire		toilet

Play Bingo - students write out own card filling squares with words from list.

bedside table	mirror	couch or sofa	toilet
faucet	lamp	bathtub	carpet
chair	shower head	armoire	curtain rods
ceiling light	mattress	T.V	bed

Lesson 7

Read & Respond cards for Emergency Situation

LWE - Dialog Lesson 8; pg 154

add other emergencies - fire, police

hotel medical emergency - Write the dialog for a guest's injury on board and in notebook.

Vocabulary - pg 155, add hotel containers for cleansers, shampoo (bottle), box for tissue, ice bucket, waste basket, write hotel vocab in notebook.

Vocabulary - prepositions, pg. 155

hotel vocabulary - tablecloth is on the table
 chair is under the table
 towels are over the bedspreads
 sheets are over the pillowcases
 bathrobes next to the bathmats

Students will answer - Where are the _____?
with a sentence using locational prepositions.

Lesson 8

Vocabulary review of furniture, names and parts:

Teach: ceiling
panel
frame
vacuum cleaner - plug
burning smell - belt
beater bar
vacuum bag
cord
height of adjuster

Draw vacuum cleaner in notebook and label the parts.

Lesson 9

Use pictures for hotel vocabulary

Review floor - tile

carpet

lamp - light

chain - leg, upholstery

frame - mirror

picture

curtain - hook

ceiling panel

drapes - cord

Distribute pictures - students identify what is wrong with the item -
elicit word list, i.e.

broken

chipped

burned

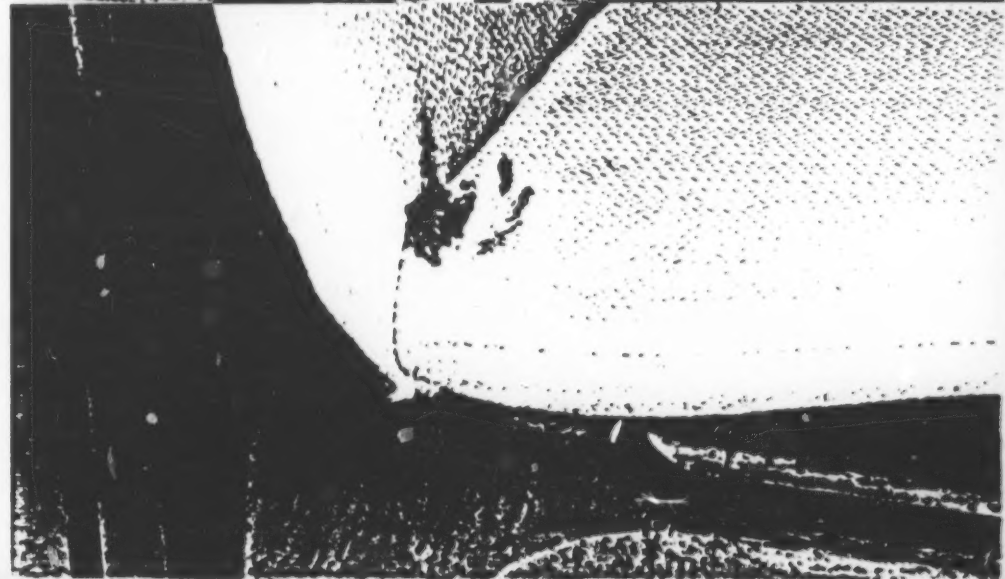
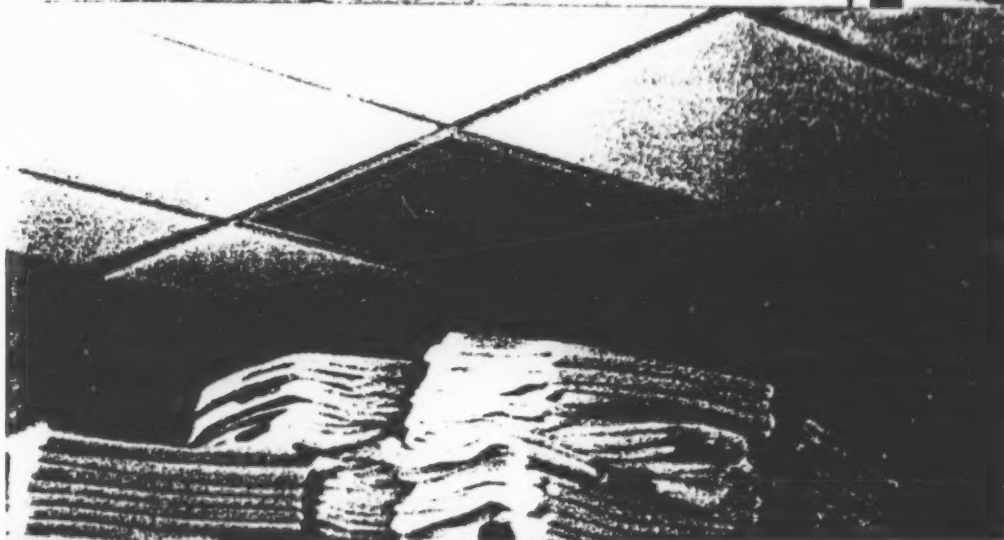
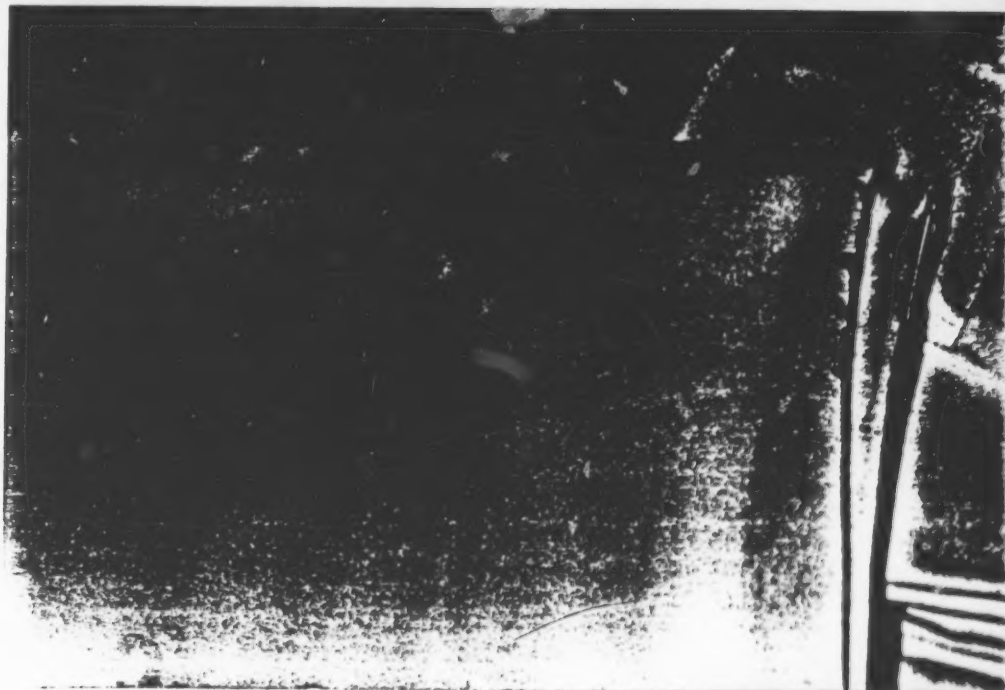
Write sentences in workbook from statements.

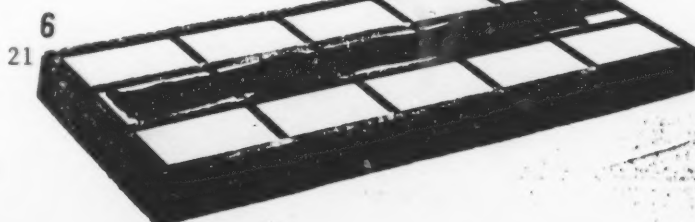
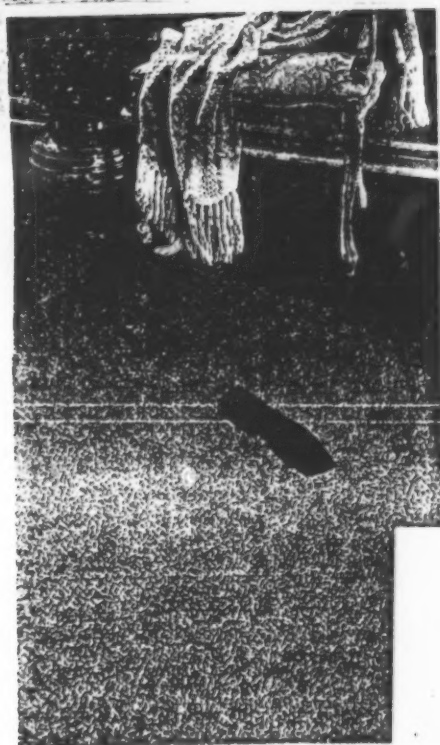
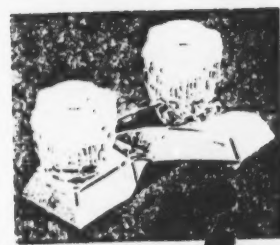


BEST COPY AVAILABLE

PHOTOS OF THINGS NEEDING WORK REQUESTS

Use with Lessons 9 -13



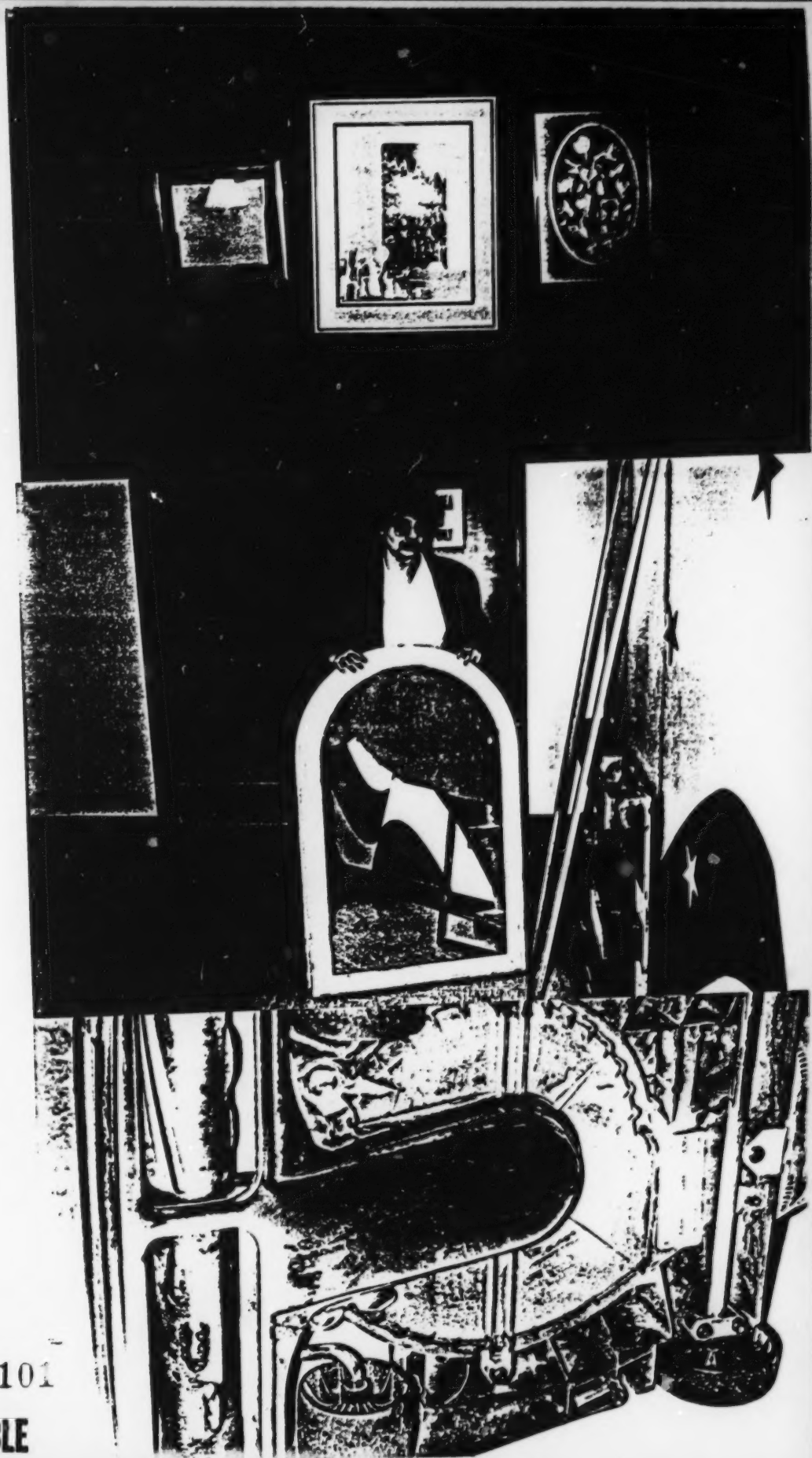


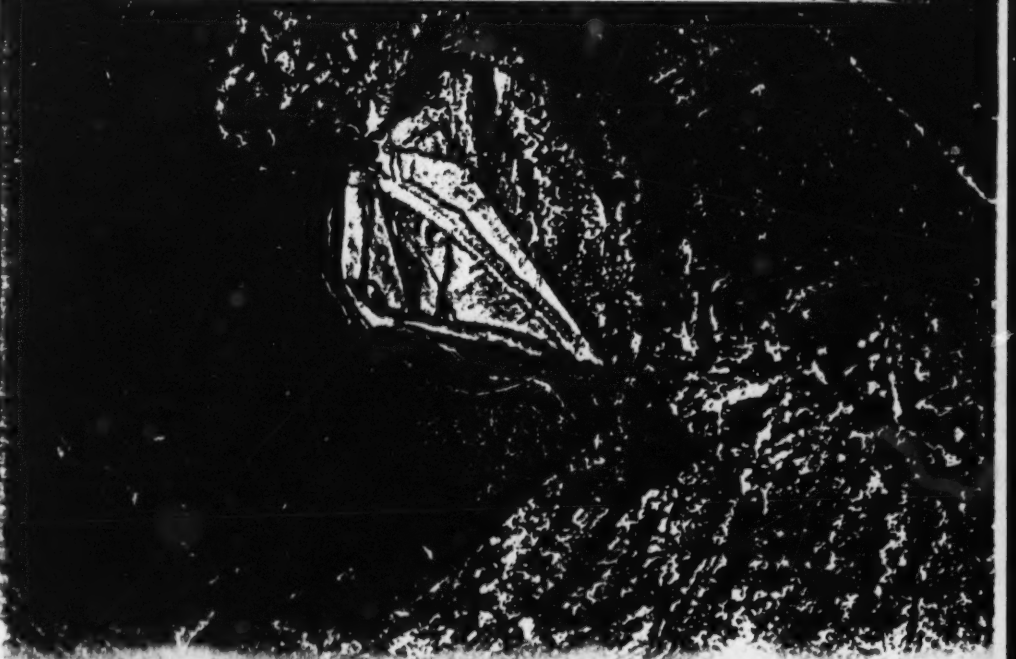
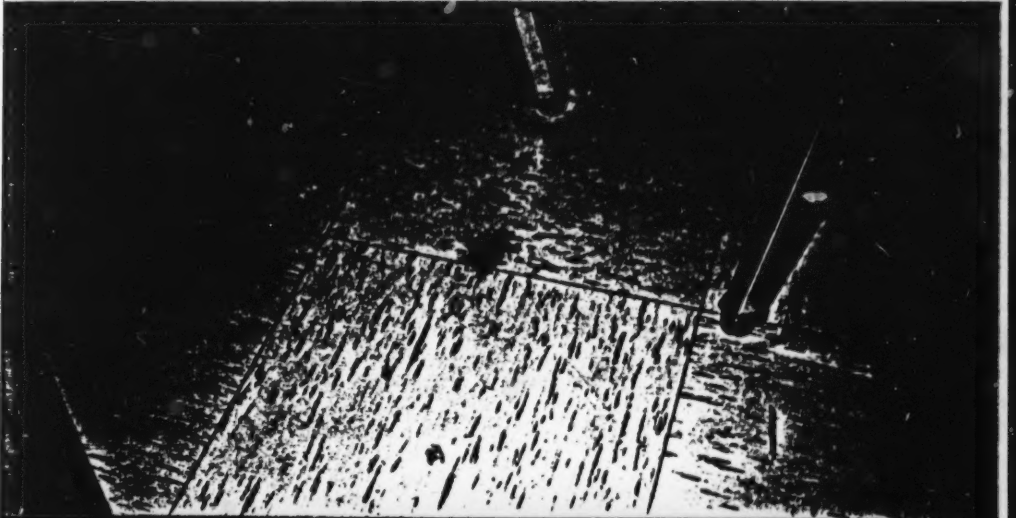
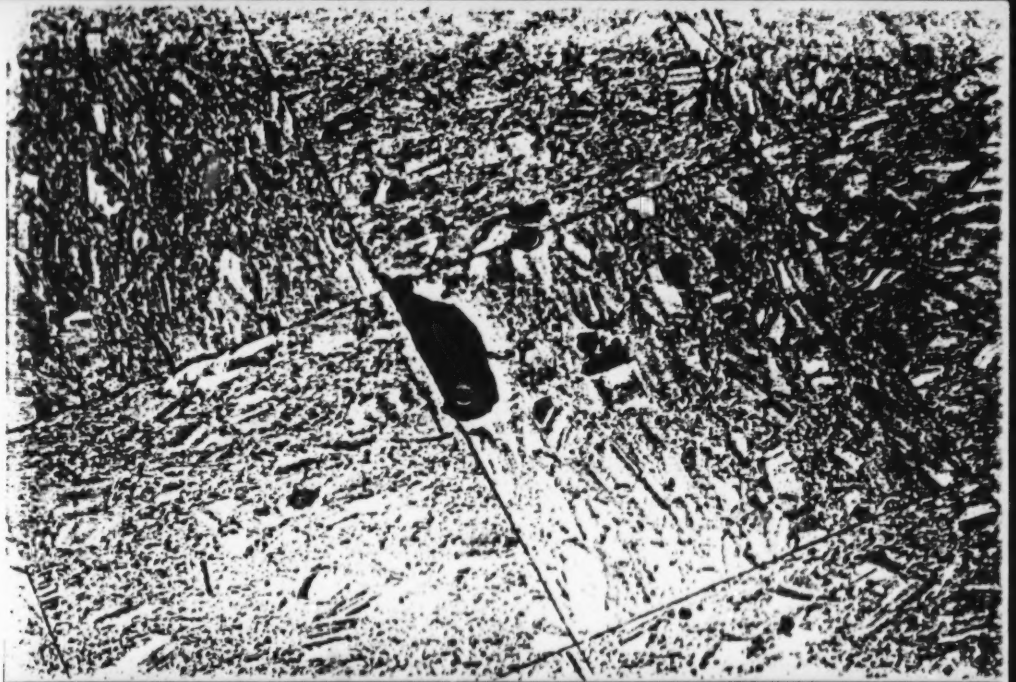




BEST COPY AVAILABLE

100





102

29

BEST COPY AVAILABLE

The table is burned.

The table is stained.

The beaterbar is worn out

The mirror is
broken

The bed spread is torn.

The drapes are missing
hooks.

The ice bucket is
missing a lid

The rug has burn holes.

The carpet is worn.

The tablecloth is
stained.

The chair is torn.

The tile is burned

The sheet is stained

The ceiling panel has a chip.

The floor is stained.

~~The tile is stained.~~

The tile is broken.

The flourescent light
is missing.

The Mirror Frame is
Missing a mirror

The table cloth is
stained.

The wall is chipped or scratch

The ceiling panel is cracked.

The telephone book cover is
torn.

The back of the mirror board
is loose.

The tile is chipped

The hallway light bulb
needs to be changed.

Lesson 10

Review verbs - present/past found in work request:

Write in notebook:

tore	torn
replace	replaced
chip	chipped
stain	stained
miss	missing
wore	worn
broke	broken
burn	burned

Distribute pictures, ask,

"What's wrong here?"

Elicit verbs listed about to explain problem.

Write the problem in one sentence on a strip of paper.

Mix up the sentences and redistribute the pictures. Student identifies what's wrong and locates correct sentence from those on table.

Lesson 11

Review repair words

add to pictures - write statements about the nature of the problem

Place "concentration" with pictures and statements to match.

Role play - distribute pictures and have student describe the problem to a "Supervisor", i.e.

A. There's a problem with a chair here!

S. What is it?

A. The upholstery is torn.

S.

New words

drapes

pull cord

wand

Lesson 12

Distribute pictures of all things needing a work order - several to each student.

Student identifies what is wrong and dictates sentence, using vocabulary from previous lesson. Another student writes the dictated sentence on a card.

Student reads sentence and matches with scrambled pictures.

Play Concentration if there is time.

Lesson 13

Work Request Forms

Distribute pictures equally to all students.

Place descriptive (work order request) sentences in pile. Students draw from pile, read sentence. Teacher models pronunciation and intonation with kazoo. Student reads sentence again. All students look through their pictures to find the one that matches.

Students complete worksheet, filling in nouns in work request sentences.

Answer, where is the _____?

Students must place the work request somewhere feasible in the hotel.

Lesson 14

Write holiday names in notebook - ask questions by date and holiday name, pg 190, LWE 2.

Review ordinal numbers -

What floor has the lobby?

What floor is room 1022?

What floor has the ballroom?

Josephines?

the coffee?

housekeeping?

Lesson 15

LWE Vocabulary, pg 192, use of ago

I went on vacation in 1991. It's 1992 now.

Use of and & too and nor/either, pg 193-4.

Use pictures of work request items to explain and practice, i.e.

It's a little job to change the lightbulb.

It's a big job to repair the tile.

Help with object & verb, use: change the bed, wash the mirror, fix the vacuum, clean the floor, make the bed, dust the room

with helps is helping

helped

will help

Pronunciation - use kazoo for sentence intonation and rhythm.

Lesson 16

Answer where questions when shown a picture of an object.

Show a work request item photo and ask "Where is the light out?"

After modeling the question and answer, students will draw a picture from pile and ask the "where" question, directing it to another individual in class.

Evaluation

Given a picture of something needing repair, students will write out work request order.

Use notebooks for spelling words.

Add room names of hotel to notebooks.



Sheraton Anchorage Hotel

ON ALASKA SINCE 1948
SHERATON HOTELS & RESORTS WORLDWIDE

401 EAST 6TH AVENUE
ANCHORAGE, ALASKA 99501

Work request forms
written by Asst Exec. Hskpr.

DATE _____
DEPARTMENT _____

LOCATION Telephone Bank

PROBLEM Torn, needs to be replaced.

Systematic Group 94-209558
WORK REQUEST

479747



BY _____ DATE _____

DEPARTMENT _____

LOCATION 8th floor Hallway

PROBLEM Light out

Systematic Group 94-209558
WORK REQUEST

479747



BY _____ DATE _____

DEPARTMENT _____

LOCATION Bath Rug

PROBLEM Torn

DEPARTMENT _____

LOCATION Files

PROBLEM Have tape, need to be taken off.

Systematic Group 94-209558
WORK REQUEST

479747



BY _____ DATE _____

DEPARTMENT _____

LOCATION Shirts

PROBLEM Torn

Systematic Group 94-209558
WORK REQUEST

479747



BY _____ DATE _____

DEPARTMENT _____

LOCATION Room # 1025

PROBLEM wall paper peeling

DEPARTMENT _____
LOCATION Bedspread
PROBLEM Iron

Systematic Group

94-209558

WORK
REQUEST

479747



BY _____ DATE _____

DEPARTMENT _____

LOCATION HSE, Tile

PROBLEM Black Stains

Needs to be removed

Systematic Group

94-209558

WORK
REQUEST

479747



BY _____ DATE _____

DEPARTMENT _____

LOCATION Mirror Frame

PROBLEM Glass broken

Systematic Group

94-209558

WORK
REQUEST

479747



BY _____ DATE _____

DEPARTMENT _____

LOCATION _____

PROBLEM Frame missing

glass

ASSIGNED TO _____

DATE COMPL. _____ TIME SPENT _____

DEPARTMENT _____
LOCATION Table cloth
PROBLEM Stained

Systematic Group

94-209558

WORK
REQUEST

479747



BY _____ DATE _____

DEPARTMENT _____

LOCATION Vacuum

PROBLEM Beater Bar Head

to be replaced

Systematic Group

94-209558

WORK
REQUEST

479747



BY _____ DATE _____

DEPARTMENT _____

LOCATION See Bucket

PROBLEM Missing lid

ASSIGNED TO _____

DATE COMPL. _____ TIME SPENT _____

COMPLETED BY _____

REMARKS _____

115